



Agenda  
 Osseo Area Schools  
 School Board

Regular Business Meeting  
 Educational Service Center - Forum Room  
 11200 93rd Ave N  
 Maple Grove, MN 55369  
 Tuesday, December 9, 2025  
 6:00 PM

*Our mission is to inspire and prepare each and every scholar with the confidence, courage and competence to achieve their dreams; contribute to community; and engage in a lifetime of learning.*

This regular meeting of the School Board of Osseo Area Schools is being conducted in the Board Room of the Educational Service Center, and is open to the public. The meeting can be monitored electronically by streaming online at [district279.org/about-us/school-board](http://district279.org/about-us/school-board) (Watch Livestream). An archived recording will also be available on the district website.

**Agenda Items**

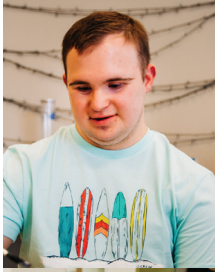
1. 6:00 p.m. Welcome and Purpose  
 Thomas Brooks, Board Vice Chair
2. 6:05 p.m. Check in  
 Dr. Kim Hiel, Superintendent
3. 6:10-6:30 p.m. Legislative Platform 3  
 John Morstad, Executive Director of Finance and Operations and Valerie Dosland, Ewald Consulting
4. 500 Series Policies 5  
 Amy Moore, General Counsel; Amy Tollefson, District Level Principal; and Student School Board Representatives Naomi Cooper-Grear, Aliya Jiwa, Cristian Vargas and Hikma Adam
  - A. 504 Policy and Procedure: Student Dress and Appearance 21
  - B. 506 Policy and Procedure: Student Discipline 23
  - C. 514 Policy and Procedure: Students-Bullying and Hazing Prohibition 36
  - D. 520 Policy and Procedure: Student Surveys 42
  - E. 532 Policy and Procedure: Use of Peace Officers and Crisis Teams to Remove Students from School Ground 45
  - F. 541 Policy and Procedure: Chemical Use/Abuse 49
5. 7:30-8:00 p.m. Enrollment 54  
 John Morstad, Executive Director of Finance and Operations and BJ Irmiter, Coordinator, K-12 Operations
6. 8:00-8:15 p.m. Board Calendar Review 83  
 Dr. Kim Hiel, Superintendent
7. 8:15 p.m. Adjournment  
 Thomas Brooks, Board Vice Chair

*To accommodate individuals with disabilities, this material will be made available in alternative formats upon request. Individuals with disabilities are invited to request reasonable accommodations to participate in or attend a district activity, call your local school or the school district at least seventy-two (72) hours in advance (two-week notice preferred). Members of the public can view and download School Board meeting notices and regular meeting agendas and materials from the district website [www.district279.org](http://www.district279.org), under "About Us > School Board."*



Osseo Area Schools

# Osseo Area Schools Legislative Priorities: Advancing Equitable Scholar Achievement and School Safety through Community-Driven, Stable Funding



Osseo Area Schools’ legislative platform is the result of extensive collaboration and input from families, staff, and community members—ensuring that the priorities below reflect the urgent needs and aspirations of our entire district.

## PRIORITY 1: PROVIDE STABLE, PREDICTABLE FUNDING

- Maintain funding to include the annual inflation index.
- Fully fund summer unemployment insurance.
- Increase local optional revenue to \$979 per pupil and link to the basic formula.

By ensuring funding keeps pace with inflation and local needs, scholars will benefit from consistent access to updated curriculum materials and extracurricular programs, while staff will enjoy greater job security and professional development opportunities.

## PRIORITY 2: ENHANCE SCHOOL SAFETY AND SUPPORT MENTAL HEALTH

- Increase Safe Schools funding to \$108 per pupil to support the needs of scholars and staff.
- Expand the allowable uses of long-term facility maintenance funding to include:
  - Cybersecurity and technology infrastructure hardware.
  - Modification of buildings to enhance safety and security.

Addressing these priorities will directly improve scholars' sense of safety and well-being. Enhanced mental health resources will provide earlier intervention for at-risk students, while modern facilities safeguard both scholars and staff from emerging threats.

## PRIORITY 3: ADDRESS THE WORKFORCE SHORTAGE

- Expand programs and incentives to attract, develop, and retain teachers of color.
- Remove barriers and provide incentives to address shortages of teachers, education service professionals, and other staff.

Investing in diverse recruitment and retention ensures scholars have access to educators who reflect their backgrounds and experiences, fostering a more inclusive and supportive learning environment.

## PRIORITY 4: REDUCE MANDATES

- Fully fund or repeal all existing unfunded mandates.
- Refrain from adding any new mandates.
- Review and repeal any obsolete requirements in current law.

Reducing unfunded and outdated mandates frees local resources to address immediate needs, empowers educators to focus on teaching rather than compliance, and enables families and staff to see their feedback translated into meaningful change.

*Our platform aligns with key statewide education organizations, including the Association of Metropolitan School Districts, Minnesota School Boards Association, Minnesota Association of School Administrators, and Minnesota Association of School Business Officials. We urge legislators and education stakeholders to partner with us in advancing these urgent priorities for the benefit of all.*

Our **mission** is to inspire and prepare each and every scholar with the confidence, courage and competence to achieve their dreams; contribute to community; and engage in a lifetime of learning.

Part of the work of our strategic plan has included an update to this mission statement and the creation of a vision, core values and strategic directions. School board members approved the plan in 2021 after two years of research and analysis with parents/caregivers, scholars, staff, and community members. This is helping to bring our district to the next level of excellence and giving scholars and families the educational experience they desire and deserve. Visit [OsseoSchools.org/StrategicPlan](https://OsseoSchools.org/StrategicPlan) for more information.

**OUR DISTRICT SERVES MORE THAN:**

**21,000** preK-12 scholars and

**150,000** community members  
living in eight cities:

Brooklyn Center, Brooklyn Park, Corcoran, Dayton,  
Maple Grove, Osseo, Plymouth, and Rogers

**SCHOLAR COMPOSITION:**

**63%** are scholars of color

**42%** are scholars receiving free/  
reduced meals

**13%** are scholars receiving special  
education services

**11%** are English Learners scholars

**SCHOOL BOARD MEMBERS:**

Tanya Prince  
Thomas Brooks  
Kelsey Dawson  
Erica Foster  
Sarah Mitchell  
Keith Tate

**DISTRICT LEADERS:**

**Dr. Kim Hiel**  
Superintendent

**John Morstad**  
Executive Director of  
Finance and Operations

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**Osseo Area  
Schools**

# **Student School Board Representatives: Policy 500's Review**

**Tuesday, December 9th, 2025**

**Amy Tollefson, Amy Moore, Naomi Cooper-Grear, Aliya Jiwa, Cristian  
Vargas, Hikma Adam**



# Policy Review

December 1, 2025

- Policy and Procedure
  - 504 Student Dress and Appearance
  - 506 Student Discipline
  - 514 Bullying/Hazing Prohibition
  - 520 Student Surveys
  - 541 Chemical Use/Abuse

# Policy and Procedures 504 - Student Dress and Appearance



Health and Safety



Face coverings

# Policy and Procedures 504 - Student Dress and Appearance

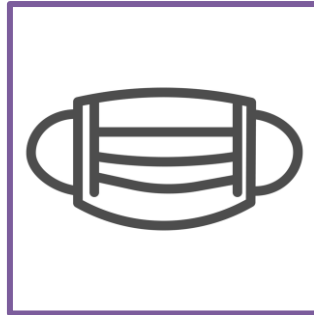


## B. Health and Safety

1. Shoes and shirts/tops must be worn at all times in the building for health and safety reasons.
2. Individual course safety requirements, including those related to dress, will be specified by the instructor and communicated to students. Students must comply with course safety requirements at all times.
3. Any student failing to comply with course safety requirements may be temporarily suspended from participation in said course, and the registration of a student for such course may be cancelled for willful, flagrant, or repeated failure to observe the requirements.

- Language in B3 “temporarily suspended” - change to “temporarily removed”

# Policy and Procedures 504 - Student Dress and Appearance



Where do masks fall into this policy? Can there be a distinction between face mask and ski mask?

# Policy and Procedures 504 - Chemical Use/Abuse



Application



Support



Education  
and Early  
Intervention

# Policy and Procedures 504 - Chemical Use/Abuse

## Application of Policy



- Do common over the counter medications fall under the policy?
- How and when do referrals to law enforcement occur?
- Review the referral process to the Student Assistance Team.

# Policy and Procedures 504 - Chemical Use/Abuse

## Application of Policy



- IV: Pre-Assessment Team (Student Assistance Team Services): Greater clarity on the specific circumstances that would explain why resources were not shared.

F. If the team decides not to provide a student and, in the case of a minor, the student's parents with information about school or community services in connection with chemical abuse, records created or maintained by the team about the student must be destroyed not later than six months after the determination is made.

If the team decides to provide a student and, in the case of a minor, the student's parents with information about school or community services in connection with chemical abuse, records created or maintained by the team about the student must be destroyed not later than six months after the student is no longer enrolled in the district.

# Policy and Procedures 504 - Chemical Use/Abuse

Support



- Consideration for providing support instead of punishing addiction.

# Policy and Procedures 504 - Chemical Use/Abuse

Prevention, Education and Early Intervention



- Emphasis on education and resource-sharing, not just discipline
- Including education to younger grades (6th-8th grade) is valuable



## Policy and Procedure 520 - Student Surveys

- Ensure families receive opt-out information through multiple ways
- Include the mission on the student survey
- Add into the purpose statement why the survey is valuable and how the information is used

# Policy and Procedures 520 - Student Surveys

- The language below in the policy is confusing. Revise to improve clarity.

## C. Other Student Surveys Conducted as Part of a U.S. Department of Education Program

1. An adult student or a minor student's parent or guardian must provide prior written consent before the student may be required to reveal information concerning political affiliations or beliefs of the student or the student's parent; mental or psychological problems of the student or the student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; religious practices, affiliations, or beliefs of the student or student's parent; or income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).



## Policy and Procedures 514 - Bullying and Hazing Prohibition

- Develop student friendly summary
- Distinction between bystanders and instigator
- Communication with all stakeholders
- Follow up that includes emotional and academic support



## Policy and Procedure 506 - Student Discipline

- Overall policy is strong and clearly structured
- Positive feature is early intervention support (Procedures B8)
- Beyond consequences, what supports exist following an incident?



## **Pause & Process (Discussion)**

- Questions and conversation about the feedback from the Student School Board Representatives

**Thank You**

## **POLICY 504 – STUDENT DRESS AND APPEARANCE**

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### **I. PURPOSE**

The purpose of this policy is to enhance the education of students by establishing expectations of dress and grooming that are related to educational goals and appropriate school standards.

### **II. GENERAL STATEMENT OF POLICY**

- A. The responsibility for the appearance of the student rests with the parent/guardian and student. They have the right to determine student dress providing that the articles of attire are not destructive to school property, comply with requirements for health and safety, do not violate school district policy or procedure or do not substantially and materially interfere with the school environment/educational process.
- B. The building administration has the authority to determine whether student attire is destructive to school property, fails to comply with requirements for health and safety, or that which substantially and materially interferes with the school environment/educational process.
- C. District expectations regarding student dress should be implemented in a manner that is inclusive, responsive, and absent of othering in reference to race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size.

### **III. OTHER REQUIREMENTS**

- A. Students taking certain classes may be required to wear specified clothing for health and/or safety reasons.
- B. Every student will wear eye protection devices when participating in, observing, or performing and function in connection with any course or activity taking place in the eye protection areas.

Revised: 5/24/22

Revised: 11/22/16

Adopted: 12/7/99 (formerly Policy 5213)

Revised: 6/4/91

Revised: 5/1/84

Policy 5213 Adopted: 2/17/69

#### Legal Reference:

United States Constitution, Amendment 1

Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)

B.W.A. v. Farmington R-7 Sch. Dist., 554 F.3d 734 (8<sup>th</sup> Cir. 2009)

Lowry v. Watson Chapel Sch. Dist., 540 F.3d 752 (8<sup>th</sup> Cir. 2008)

Stephenson v. Davenport Cmty. Sch. Dist., 110 F.3d 1303 (8<sup>th</sup> Cir. 1997)

D.B. ex rel. Brogdon v. Lafon, 217 Fed. App. 518 (6<sup>th</sup> Cir. 2007)

Madrid v. Anthony, 510 F.Supp.2d 425 (S.D. Tex. 2007)

Hicks v. Halifax County Bd. Of Educ., 93 F.Supp.2d 649 (E.D.N.C. 1999)

McIntire v. Bethel School, Indep. Sch. Dist. No. 3, 804 F. Supp. 1415 (W.D. Okla. 1992)

Olesen v. Bd. Of Educ. Of Sch. Dist. No. 228, 676 F. Supp. 820 (N.D. Ill. 1987)

M.S. 121A.32 – Eye Protection Devices

## **PROCEDURE 504 – STUDENT DRESS AND APPEARANCE**

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### **I. DEFINITIONS**

For the purposes of this policy, the following terms have the meaning given them in this section:

#### **A. Destruction to School Property**

The building administration may prohibit articles of clothing that cause excessive maintenance problems, such as cleats on boots, shoes that scratch or mark floors, trousers with metal inserts that scratch furniture, etc.

#### **B. Health and Safety**

1. Shoes and shirts/tops must be worn at all times in the building for health and safety reasons.
2. Individual course safety requirements, including those related to dress, will be specified by the instructor and communicated to students. Students must comply with course safety requirements at all times.
3. Any student failing to comply with course safety requirements may be temporarily suspended from participation in said course, and the registration of a student for such course may be cancelled for willful, flagrant, or repeated failure to observe the requirements.

#### **C. School Expectations**

Clothing should be appropriate and should not interfere with the rights of other persons to have a safe and supportive school environment. Examples of inappropriate clothing may include, but are not limited to:

1. Clothing advertising substances illegal for children and adolescents.
2. Clothing containing obscene and/or profane language, slogans, emblems or pictures.
3. Clothing containing language, slogans, emblems or pictures that promote or depict violence, hate, discrimination, harassment toward other students or staff
4. Clothing that reveals or does not adequately cover intimate body parts of the student
5. Clothing that substantially and materially interferes with the school environment/educational process or otherwise violates school district policy.

### **II. NOTIFICATION**

Notification of the contents of this policy is to be given in student handbooks and communicated to parents.

Revised: 5/24/22

Revised: 11/22/16

Revised: 12/7/99 (formerly Procedure 5213)

Revised: 6/5/91

Procedure 5213 Adopted: 5/1/84

#### Legal Reference:

United States Constitution, Amendment 1

Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)

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M.S. 121A.32 – Eye Protection Devices

## **POLICY 506 – STUDENT DISCIPLINE**

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- I. The School Board recognizes that in order for the District to achieve its mission, a safe and healthy learning environment is essential. Students, therefore, must conduct themselves in a manner that maintains a climate in which learning can take place. It is the School Board's position that when it becomes necessary to implement disciplinary measures, those measures should be implemented in a manner that is fair and equitable and that provides a learning opportunity for students that forms a basis for future self-discipline and student achievement.
- II. The School Board and District administrators will support personnel who, in dealing with behavioral matters, act in accordance with federal law, Minnesota Statutes, including 121A.40-121A.56 - The Pupil Fair Dismissal Act, and 121A.60-121A.61 - Discipline and Removal of Students from Class, state rules relating to education, School Board policies, and building regulations.
- III. This Policy 506 - Student Discipline applies district-wide on school property and at all school-related activities, trips and functions, whether on or off school property, school bus stops, school buses, or any vehicle approved for District purposes, and the area or entrance to or departure from school premises or events for all students regardless of age. With respect to non-school functions, student conduct occurring off school property that is brought to the attention of the District and that creates a substantial disruption or material interference with the school environment or school activities may also be subject this policy and related procedures.
- IV. Disciplinary action may result for student behavior which:
  - A. violates federal, state, or local laws;
  - B. violates School Board policies or building regulations;
  - C. disrupts the rights of others to an education;
  - D. disrupts the ability of school personnel to perform their duties;
  - E. disrupts school-sponsored or extracurricular activities;
  - F. results in theft, damage or destruction of school property; or
  - F. endangers the health, safety or welfare of any person, including other students, District employees, the offender or surrounding persons or property of the school.
- V. Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied.

Revised: 11/21/23

Revised: 9/25/18

Last Reviewed: 9/16/14

Revised: 6/23/09

Revised: 10/16/01

Policy 506 Adopted: 6/6/00 (formerly Policy 5212)

Revised: 4/15/97

Revised: 5/2/95

Revised: 1/4/94

Revised: 1/22/91

Revised: 12/6/88

Revised: 6/7/88

Revised: 4/5/88

Revised: 11/18/86  
Policy 5212 Adopted: 9/18/84

**Legal References:**

20 U.S.C. §§ 1400-1487 – IDEA  
29 U.S.C. § 794 *et. seq.* – Rehabilitation Act of 1973, § 504  
34 C.F.R. § 300.530(e) – 300.536 – Discipline Procedures  
M.S. 121A.40-121A.56 – Pupil Fair Dismissal Act  
M.S. 121A.575 – Alternatives to Pupil Suspension  
M.S. 121A.582 – Student Discipline; Reasonable Force  
M.S. 121A.60-121A.61 – Discipline and Removal of Students from Class  
M.S. Ch. 125A – Students with Disabilities

**Cross References:**

Policy 502 – Search of Student Lockers, Desks, Personal Possessions and Student’s Person  
Policy 503 – Attendance and Absences  
Policy 504 – Student Dress and Appearance  
Policy 514 – Bullying Prohibition  
Policy 516 – Student Medication  
Policy 524 – Internet Acceptable Use Policy  
Policy 526 – Hazing Prohibition  
Policy 541 – Chemical Use and Abuse  
Policy 542 – Extended Educational Trips  
Policy 548 – Harassment and Violence  
Policy 550 – Suspension  
Policy 551 – Exclusion and Expulsion  
Policy 709 – Student Transportation Safety  
Policy 726 – Student Conduct on Buses

## PROCEDURE 506 – STUDENT DISCIPLINE

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### I STUDENT BEHAVIOR SUBJECT TO DISCIPLINE

These examples are not intended to be an exclusive list. Any student who engages in any of these activities or whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students or employees, will be disciplined in accordance with school district policies and procedures.

#### A. Truancy and Unauthorized Absences

1. Truancy is defined as absence from school or class without the approval of building administration.
2. Students will be in attendance as required by current State Statutes, State rules relating to education, school district policy, and building regulations. The authority to decide whether an absence is excused or unexcused rests with the Principal or Principal's designee. Students returning to school following an absence, whether excused or unexcused, will be expected to complete all missed assignments according to building regulations.

#### B. Violations Against Property, including vandalism, theft, arson, breaking and entering/burglary and robbery/extortion

1. Vandalism is defined as damage to or destruction of school property or property of others.
2. Theft is defined as the act of intentionally and without claim of right, taking, using, transferring, concealing, or retaining possession of property of another without consent and with intent to deprive the owner of the property or not making reasonable effort to find the owner.
3. Arson is defined as intentionally destroying or damaging, by means of fire or explosives, any personal or school property.
4. Breaking and entering/burglary is defined as entering a building without consent and committing a crime or intending to commit a crime.
5. Robbery/extortion is defined as taking personal property from another or in the presence of another by use of threat or force.

#### C. Fighting or Assault Against a Person or Persons

1. Fighting and physical assault are defined as acts which intentionally inflict, threaten to inflict, or attempt to inflict bodily harm upon another person or inflicting bodily harm upon another even though accidental or a result of poor judgment.
2. Verbal assault is defined as abusive, threatening, profane, intimidating, degrading, discriminatory or obscene oral language, by a person or persons toward another, or which encourages a person to assault another person. Verbal assault includes conduct which degrades a person or persons because of gender, sexual orientation or gender identity or expression, physical or mental abilities, race, religion, ethnic background, or other protected classification.
3. Nonverbal assault is defined as abusive, threatening, profane, intimidating, degrading, discriminatory or obscene gestures or written language by a person or persons toward another or which encourages a person to assault another person. Nonverbal assault includes conduct which degrades a person or persons because of gender, sexual orientation or gender identity or expression, physical or mental abilities, race, religion, ethnic background or other protected classification.

#### D. Sexual Harassment and Sexual Violence

1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other physical or verbal conduct or communication of a sexual nature.
  2. Sexual violence is a physical act of aggression or assault upon another person that includes a sexual act or sexual purpose or other illegal or inappropriate sexual conduct.
  3. The prohibition against sexual harassment and sexual violence is also described in Policy 413 – Prohibition Against Discrimination, Harassment and Violence. Violation of that policy is also a violation of this Policy 506 – Student Discipline.
- E. Religious and Racial Harassment and Violence
1. Religious/racial harassment consists of physical or verbal conduct or communication which is related to an individual's religion/race when the conduct:
    - a Has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
    - b Has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
    - c Otherwise adversely affects an individual's employment or academic opportunities.
  2. Religious/racial violence is a physical act of aggression or assault upon another person because of, or in a manner reasonably related to, religion/race.
  3. The prohibition against religious and racial harassment and violence is also described in Policy 413 – Prohibition Against Discrimination, Harassment and Violence. Violation of that policy is also a violation of this Policy 506 - Student Discipline.
- F. Other Harassment/Violence
- All other forms of harassment/violence are prohibited, including, but not limited to, any form of conduct which is inappropriate, abusive, threatening, or demeaning based upon a person's race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, sexual orientation or gender identity/expression.
- G. Hazing
1. Hazing means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose.
  2. The prohibition against hazing is also described in Policy 514 – Bullying & Hazing Prohibition. Violation of that policy is also a violation of this Policy 506 - Student Discipline.
- H. Threats and/or Disruptions to School Operations
1. Threats are defined as acts that interrupt normal school operations or school activities, including but not limited to the reporting of dangerous or hazardous situations that do not exist, such as false fire alarms, false all calls, bomb threats, or instigating the same.
  2. Disruptions are acts that interrupt the peace and good order of the school or school-sponsored activities or disrupt the educational process. Disruptions include use of electronic communication devices, and organizing or participating in walk-outs, sit-ins or cafeteria disruptions or acts which are dangerous or detrimental to the student, other students, school district personnel or surrounding persons, or which violate the rights of others or damage or endanger the property of the school or which otherwise interfere with the mission or operations of the school district or the safety or welfare of students or employees.
- I. Trespassing
- Trespassing is defined as unauthorized presence in or on a building, property, or equipment owned or leased by the school district.
- J. Weapons

1. The school district prohibits real and look-alike weapons, including but not limited to:
  - a All firearms, whether loaded or not
  - b Other guns of all types, including pellet or B-B guns, air guns or stun guns
  - c Knives, including switch blades or automatically opening knives or other blades
  - d Explosives, including ammunition, bullets or other projectiles designed to be used in or as a weapon and fireworks or any substance or combination of substances prepared for the purpose of producing a visible or audible effect by combustion, explosion, deflagration or detonation
  - e Flammable liquids or combustibles or any compound or mixture, the primary or common purpose of which is to function as an explosive
  - f Clubs, metal knuckles, num-chuks, throwing stars, mace and other propellants, poisons, chains or arrows
  - g Any object or device or instrument designed as a weapon, modified to serve as a weapon, or through its use is capable of threatening or producing bodily harm, or which may be used to inflict self-injury
2. Students are forbidden to possess, store, transmit, or use any instrument that is considered a weapon or a look-alike weapon in school, on school grounds, at school activities, trips or functions, at bus stops, on school buses or school vehicles or school contracted vehicles, or any other vehicles approved for school district purposes, or the area of entrance to or departure from school premises, property or events at all locations where school-related functions are conducted, and anywhere students are under the jurisdiction of the school district unless such possession or use is an approved part of a school sponsored activity.
3. Further, the school district prohibits possession, utilization and distribution of weapons or harmful or nuisance articles.
  - a Possession is defined as having control of or storing objects which may threaten and/or harm person(s) or property.
  - b Utilization is defined as the use of objects which threaten and/or harm person(s) or property.
  - c Distribution is defined as transmitting objects which may threaten and/or harm person(s) or property.
4. Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be subject to expulsion for a period of one year. The school board may modify this requirement on a case-by-case basis.
5. Exception: students may possess weapons at school sponsored weapons safety or marksmanship activities.

K. Ignition Device

No student shall use or possess an ignition device, including a butane or disposable lighter or matches, inside of an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school.

L. Tobacco Use/Electronic Devices

No student, regardless of age, may possess, use, sell, or distribute tobacco, electronic cigarettes or tobacco/electronic devices paraphernalia in any form or at any time at any school-related activities, trips or functions, at bus stops, on school buses, in school buildings, property, school vehicles or school contracted vehicles, or other vehicles approved for school district purposes, or on school grounds or the area of entrance or departure from school premises, property or events. An Indigenous student may carry a medicine pouch containing loose tobacco intended as observance of traditional spiritual or cultural practices.

M. Chemical Use

No student, regardless of age, may possess, use, be under the influence of, distribute, sell, and/or exchange unauthorized or illegal chemical substances including, but not

limited to, narcotics, drugs or other controlled substances, alcohol, or other intoxicating substances or mood-altering chemicals, drug paraphernalia or look-alike substances, or other articles that are illegal or harmful to persons or property. Medication prescribed by a physician must be handled in accordance with Policy 516 – Student Medication. See also Policy 541 - Chemical Use and Abuse and Policy 516 – Student Medication.

N. Network-Internet Resources/Theft, damage or destruction to 1-to-1 District Issued Device  
Appropriate use of network/Internet resources is described in Policy 524 – Internet Acceptable Use Policy. Violation of that policy is also a violation of this Policy 506 - Student Discipline. Theft or willful or reckless damage/destruction of a school issued 1-to-1 device may result in disciplinary action in addition to repair costs/restitution.

O. Transportation and Traffic Rules

1. Violation of bus or transportation rules or the school district’s transportation safety policy. See also Policy 709 – Student Transportation Safety Policy.
2. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property.

P. Inappropriate Materials

Possession or distribution of slanderous, libelous or pornographic materials.

Q. Student Attire

Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational environment or is otherwise in violation of Policy 504 – Student Dress and Appearance.

R. Falsification or Alteration of Documents

1. Falsification of any records, documents, notes or signatures.
2. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means.

S. Cheating

Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of smart phones or other technology to accomplish this end.

T. Indecent Exposure

Indecent exposure is the purposeful and lewd exposure of one’s own body or private parts, procuring another to expose private parts, other open lewdness or public indecency.

U. Cell Phone Misuse

Use of a cell phone in violation of the District’s Internet Acceptable Use and Safety Policy or in violation of any other District Policy. Cell phone misuse shall include but is not limited to recording or pretending to record other students engaged in violating District Policies, such as but not limited to assault and fighting.

V. Local, State or Federal Law

Students who violate any local, state or federal law may be subjected to disciplinary action.

## II DISCIPLINARY/CORRECTIVE ACTION

Schools must employ positive behavior interventions and supports in an effort to minimize disruptive behaviors in the schools prior to utilizing dismissal proceedings except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property. Effective nonexclusionary discipline includes building relationships, repairing harm, restoring relationships and other restorative practices to

engage students in their learning community. The following are examples of possible nonexclusionary disciplinary or corrective action and are not intended to be an exclusive list.

A. Potential Actions

Disciplinary or corrective actions may include but are not limited to one or more of the following:

1. Meeting with the teacher, counselor, Principal, or Principal's designee
2. Detention
3. Loss or restriction of school privileges, including suspension from extracurricular activities
4. Parental conference with school staff, possibly resulting in a corrective action plan or discussion related to mental health screening
5. Modified school programs
6. Referral to School Support Services
7. Referral to the legal system
8. Referral to a law enforcement agency or other appropriate authorities
9. Restitution/repair or replacement costs for theft or damaged school property
10. Removal from class
11. Dismissal for one day or less
12. Suspension
13. Alternatives to suspension including, but not limited to, community service and Saturday school
14. Expulsion or exclusion
15. Other disciplinary action as deemed appropriate by the school district.

B. Removal from Class

1. Removal from class means any actions taken by a teacher, principal or other school district employee to prohibit a student from attending a class or activity period. In elementary grades, a "class period" or "activity period" means a period not to exceed one (1) hour regardless of the subject of instruction. In secondary grades, a "class period" or "activity period" means an established time unit of instruction for a given course of study.
2. Grounds for Removal  
Grounds for removal from class shall include any of the following:
  - a Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
  - b Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
  - c Willful violation of any school rules, regulations, policies or procedures, including the behavioral expectations set forth in this procedure; or
  - d Other conduct which, in the discretion of the teacher or administration, requires removal of the student from class.
3. Procedures for Removal from Class
  - a A student must be removed from class immediately if the student engages in assault or violent behavior. In such instances, the removal shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.
  - b Other than in a circumstance described in paragraph B 3 a., a student will be removed from class only upon agreement of the appropriate teacher and Principal or Principal's designee after an informal administrative conference with the pupil. The decision to remove a student will ultimately be the responsibility of the Principal or Principal's designee.
  - c The length of time of the removal will be at the discretion of the Principal or the Principal's designee after consultation with the teacher but will not exceed five (5) class or activity periods per incident.

- d Removal from class may be imposed without an informal administrative conference when a student engages in assault or violent behavior or is causing and/or appears to be causing a serious disruption or appears to be creating an immediate and substantial danger to himself/herself or to person(s) or property.
  - e In removing a student from class, a school district employee may use reasonable force, if necessary, in compliance with applicable laws.
4. Responsibility for and Custody of a Student Removed From Class  
Students who are removed from class will be supervised by a school district staff member.
  5. Return to Class after Removal  
Students will return to class upon completion of the terms of the removal established at the informal administrative conference referenced in section II.B.3b.
  6. Procedures for Notification
    - a The principal or principal's designee will determine the need for and method of notification to parent or guardian.
    - b After the student has been removed from class more than ten (10) times in one school year, the principal or designee will notify the student's parent and guardian and request that the parent or guardian meet with the site administrators to discuss the problem that is causing the student to be removed from class.
  7. Students on an Individual Education Program (IEP)  
The principal or designee, in consultation with the Student's special education case manager, will determine whether the student's removal from class requires a meeting to review the adequacy of the student's current Individual Education Program (IEP) or whether there is a need for further assessment. If it is determined such a meeting is necessary, the student's case manager will schedule and provide appropriate notices of such meeting.
  8. Early Intervention  
The Principal or designee will review the following:
    - a Any procedures or services appropriate for encouraging early involvement of parents or guardians to improve the student's behavior;
    - b Any procedures or services determined appropriate for encouraging early detection of behavioral problems;
    - c Whether the student may need a referral and consideration of eligibility for special education services in order to benefit from his or her education;
    - d The appropriateness of referring the student to the school district chemical abuse pre-assessment team;
    - e The appropriateness of addressing the student's behavior through a crisis intervention plan; and
    - f The appropriateness of any other interventions to improve the student's conduct and behavior.

#### C. Recess Detention

Prohibiting a student from engaging in recess is not allowed unless:

1. a student causes or is likely to cause serious physical harm to other students or staff;
2. the student's parent or guardian specifically consents to the use of recess detention;  
or
3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.

If recess detention is used, the school must make reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.

The District must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.

D. Mealtime Delay  
The District must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

E. Dismissal for Less than One School Day  
Dismissal for less than one school day is defined as removing the student from the school premises, ordinarily sending the student home, for the remainder of the day on which the infraction occurs, with communication to appropriate parties as determined by building-level procedures, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.

F. Suspension, Exclusion and Expulsion  
Suspension, exclusion and expulsion will be imposed in accordance with The Pupil Fair Dismissal Act, including allowing a suspended student the opportunity to complete all school work assigned during the suspension and to receive full credit.

The school shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension

G. Suspension Prohibited

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:
  - a. a preschool or prekindergarten program, including an early childhood family education, school readiness, school readiness plus, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or
  - b. kindergarten through Grade 3.
2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.
3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined herein as nonexclusionary discipline have been exhausted, and

only in circumstances where there is an ongoing serious safety threat to the child or others.

#### H. Notification of Suspension

1. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)
2. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
3. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
4. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) consecutive school days.
5. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.

#### I. Notification of Expulsion/Exclusion

The District shall follow the Pupil Fair Dismissal Act when proposing a student for expulsion or exclusion.

A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.) The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.

In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.

Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) consecutive school days

### III ADMISSION OR READMISSION PLAN

The school must prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan must include measures to improve the student's behavior, which may include completing a character education program consistent with Minnesota Statutes, section 120B.232, subdivision 1, social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions. The plan must include reasonable attempts to obtain parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

### IV PROVISIONS FOR STUDENTS ON AN INDIVIDUAL EDUCATION PROGRAM (IEP)

Students on an Individual Education Program(IEP)

- A. When a student with a disability has been suspended for more than five consecutive school days or ten cumulative school days in the same school year, and that suspension does not involve a recommendation for expulsion or exclusion or other change of placement under federal law, relevant members of the child's individualized education program team, including at least one of the child's teachers, will meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's individualized education program. This meeting must occur as soon as possible, but no more than ten days after the sixth consecutive day of suspension or the tenth cumulative day of suspension has elapsed.
- B. Before initiating an expulsion or exclusion, the district, relevant members of the student's individualized education program team, and the student's parent will meet to determine whether the student's behavior was caused by or had a direct and substantial relationship to the student's disability and whether the student's conduct was a direct result of a failure to implement the student's individualized education program. Such a meeting must be held within ten (10) school days of the school district's decision to remove the student from his or her current educational placement and must be held before commencing an expulsion or exclusion of the student.
  1. If the behavior is not a manifestation of the student's disability, the school district may proceed with discipline – up to and including expulsion and/or exclusion – as if the student did not have a disability, unless the student's educational program provides otherwise.
  2. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team will conduct a functional behavior assessment (FBA) and implement a behavioral intervention plan for such student provided that the school district had not conducted an FBA prior to the manifestation determination. Where an FBA has previously been completed and a behavioral intervention plan has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.
- C. When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion, if the student is an enrolled student.

### V OPEN ENROLLED STUDENTS

- A. Application of Policy  
Open enrolled students may be disciplined up to and including expulsion/exclusion as provided in this Policy.
- B. Termination of Enrollment Options

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program or Enrollment in Nonresident District at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy, and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of sixteen (16) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

## VI DISCIPLINE COMPLAINT PROCEDURE

Students, parents and other guardians, and school staff may file a complaint and seek corrective action if they believe the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the District's discipline policies, are not being implemented appropriately or are being discriminately applied.

1. Complaints should first be brought to the school's Principal either verbally or by email. If the concern remains unresolved, an appeal of the school's decision may then be brought to the District's District Level Principal, whose name and contact information may be found on the District's website or must be provided by the school. The discipline appeal process is initiated when a Complainant completes and submits a Discipline Complaint form to the Superintendent or the Superintendent's designee.
2. A Discipline Appeal Form is available on the District's website and in the schools' administrative offices.
3. The investigation shall begin within three school days of receiving the complaint. The Superintendent will direct the investigation and will designate and identify the school district personnel who will manage the investigation and who are responsible for keeping and regulating access to any resulting record. The District may use outside counsel as it sees fit.
4. Upon completion of the investigation, a written determination addressing each allegation and containing findings and conclusions will be issued to the Complainant in a manner consistent with the Minnesota Government Data Practices Act.
5. If the investigation finds the requirements of the Minnesota Pupil Fair Dismissal Act (Minnesota Statutes, sections 121A.40 to 121A.61), including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant District staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future, the superintendent or the superintendent's designee will take necessary measures.
6. Reprisal or retaliation against any person who asserts, alleges, or reports a complaint is prohibited. The District will take appropriate action consistent with Minnesota law and school district policies in the event that an individual or individuals are found to have engaged in reprisal or retaliation.

## VII NOTIFICATION OF POLICY

This policy will be posted on the school district's website. Nothing in this policy is intended to conflict with The Pupil Fair Dismissal Act.

## VIII BUILDING PROCEDURES

The Assistant Superintendents of Leadership, Teaching and Learning is authorized by the School Board to require each building to develop procedures consistent with this Policy 506 – Student Discipline. Building procedures will include but not be limited to the following:

- A. Procedures determined appropriate for encouraging early involvement of parent/guardian in attempts to improve a pupil's behavior.

- B. Procedures determined appropriate for encouraging early detection of behavioral problems, including communication among teachers, the parent or guardian, and building administration.
- C. Procedures for notifying appropriate teachers of disciplinary actions involving their students.
- D. Procedures determined appropriate for referral to special education services.

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 Policy 506 Adopted: 6/6/00 (formerly Policy 5212)  
 Revised: 4/15/97  
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 Revised: 12/6/88  
 Revised: 6/7/88  
 Revised: 4/5/88  
 Revised: 11/18/86  
 Procedure 5212 Adopted: 9/18/84

***Legal References:***

20 U.S.C. §§ 1400-1487 – IDEA  
 29 U.S.C. § 794 et. seq. – Rehabilitation Act of 1973, § 504  
 34 C.F.R. § 300.530(e) – 300.536 – Discipline Procedures  
 M.S. 121A.40-121A.56 – Pupil Fair Dismissal Act  
 M.S. 121A.575 – Alternatives to Pupil Suspension  
 M.S. 121A.582 – Student Discipline; Reasonable Force  
 M.S. 121A.60-121A.61 – Discipline and Removal of Students from Class  
 M.S. 122A.42 – General Control of Students  
 M.S. 122A.627 Positive Behavioral Interventions and Supports  
 M.S. Ch. 125A – Students with Disabilities

***Cross References:***

Policy 502 – Search of Student Lockers, Desks, Personal Possessions and Student’s Person  
 Policy 503 – Attendance and Absences  
 Policy 504 – Student Dress and Appearance  
 Policy 514 – Bullying Prohibition  
 Policy 516 – Student Medication  
 Policy 524 – Internet Acceptable Use Policy  
 Policy 526 – Hazing Prohibition  
 Policy 541 – Chemical Use and Abuse  
 Policy 542 – Extended Educational Trips  
 Policy 548 – Harassment and Violence  
 Policy 550 – Suspension  
 Policy 551 – Exclusion and Expulsion  
 Policy 709 – Student Transportation Safety  
 Policy 726 – Student Conduct on Buses

## **POLICY 514 – STUDENTS – BULLYING & HAZING PROHIBITION**

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### **I. PURPOSE**

The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, hazing and other similar disruptive behavior. A safe and civil environment is needed for students to learn and attain high academic standards and to ensure a healthy school climate. Bullying and hazing, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and participate in school activities and teachers' ability to educate students in a safe environment. It is the school district's intent to prevent bullying and hazing and to take action to investigate, respond, remediate, and discipline such acts

### **II. GENERAL STATEMENT OF POLICY**

- A. It is prohibited conduct and a violation of this policy, for any student(s) to bully another student(s) through conduct or communication in-person or through misuse of technology including cyberbullying.
- B. It is prohibited conduct and a violation of this policy for any student to engage in bullying conduct at any time or any place in a manner that substantially and materially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.
- C. It is prohibited conduct and a violation of this policy for students, employees, volunteers or other representatives of the school district to engage in hazing of a student in order for the student to be initiated into or affiliated with a student organization.
- D. It is prohibited conduct and a violation of this policy for any student, employee, volunteer or representative of the school district to engage in malicious and sadistic conduct and sexual exploitation against a student, employee, volunteer or representative of the school district.
- E. It is prohibited conduct and a violation of this policy for any person(s) to retaliate against a student or employee for alleging a violation of this policy or for participating in an investigation of prohibited conduct under this policy.
- F. Employees who witness prohibited conduct or possess reliable information that would lead a reasonable person to suspect that a student is a target of prohibited conduct must make reasonable efforts to address and resolve the prohibited conduct.
- G. Employees who witness prohibited conduct or possess reliable information that would lead a reasonable person to suspect that a student is a target of prohibited conduct will report the prohibited conduct to the primary contact person designated for the school at which the student who is the target for the prohibited conduct is enrolled.
- H. This policy applies not only to persons who directly engage in an act of bullying or hazing but also to persons who, by their indirect behavior, condone or support another's act of bullying or hazing.
- I. Allegations of bullying or hazing which are based upon or directed at a student's race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation should also be investigated and treated as potential prohibited harassment under District Policy 102.

### **III. VIOLATION OF POLICY**

Violation of this policy will be cause for disciplinary action against the violating student(s). Employees who do not comply with the requirements of this policy and implementing procedures may also face disciplinary action in keeping with applicable contract provisions and law.

### **IV. TRAINING AND EDUCATION**

The superintendent or his/her designee will develop training materials to publicize the policy and provide information and training to school district staff and volunteers about bullying/hazing prevention and the requirements of this policy. The superintendent will designate a primary contact person in each school building to receive reports of conduct

prohibited under this policy, to ensure that this policy and procedures are fairly and fully implemented, and serve as the primary contact on policy and procedural matters concerning this Policy 514-Bullying Prohibition.

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Revised: 11/16/2021  
Revised: 10/24/2017  
Revised: 7/29/2014  
Revised: 1/24/2012  
Adopted: 6/6/2006

***Legal References***

Minn. Stat. §121A.03, (Sexual, Religious, & Racial Harassment and Violence)  
Minn. Stat. § 121A.031 School board policy; prohibiting intimidation and bullying  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.69 (Hazing Policy)

***Cross References***

Policy 403 – Dismissal of Employees  
Policy 413 – Harassment and Violence  
Policy 414 – Mandated Reporting of Child Neglect or Physical or Sexual Abuse  
Policy 506 – Student Discipline  
Policy 507 – Corporal Punishment  
Policy 515 – Protection and Privacy of Education Records

## PROCEDURE 514 – STUDENTS – BULLYING & HAZING PROHIBITION

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### I. DEFINITIONS

- A. "Bullying" means intimidating, threatening, abusive, or harming conduct by a student that is objectively offensive and:
1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
  2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, "bullying," specifically includes cyberbullying as defined in this policy.

- B. "Cyberbullying" means bullying using technology or other electronic communication including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.
- C. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization. The term includes but is not limited to:
1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body;
  2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;
  3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;
  4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school;
  5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of District policies or regulations.
- D. "Immediately" means as soon as possible but in no event longer than one school day.
- E. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:
1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
  2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
  3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status,

sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, political identity or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

- F. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, Chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.
- G. "On school premises, on school district property, at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
- H. "Prohibited conduct" means bullying, cyberbullying or hazing as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.
- I. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- J. "Student" means a student enrolled in the school district.

## II. REPORTING PROCEDURE

- A. Any student who believes they have been the victim of prohibited conduct proscribed by these procedures or any person with knowledge or belief of conduct that may constitute prohibited conduct proscribed by these procedures will report the alleged acts immediately to the building principal, site leader or their designee. A student may report prohibited conduct anonymously; however, the school district's ability to take action against an alleged perpetrator based solely on an anonymous report may be limited.
- B. The school district encourages the reporting party to submit a written complaint of the prohibited incident. Oral reports will be considered complaints.
- C. The building principal, site leader or their designee will ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters contained in these procedures. The principal, site leader or their designee is responsible for investigation of any reports made in accordance with these procedures. The principals, site leaders or designees will, as appropriate, provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

- D. A teacher, school administrator, volunteer, contractor, or other school employee will be particularly alert to possible situations, circumstances, or events that might include prohibited conduct. Any such person who receives a report of, observes, or has other knowledge or belief of conduct that may constitute prohibited conduct will inform the building principal or designee immediately.
- E. Reports of prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building principal, site leader or their designee, in conjunction with the school district's responsible authority, is responsible for maintaining and regulating access to any report of prohibited conduct and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of prohibited conduct will not affect the complainant's or reporter's future employment, grades, or work assignments, or educational or work environment. School district personnel who fail to inform the building principal or site leader or their designee of conduct that may constitute prohibited conduct or who fail to make reasonable efforts to address and resolve the prohibited conduct in a timely manner may be subject to disciplinary action or other appropriate sanctions.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

### III. INVESTIGATION AND SCHOOL DISTRICT ACTION

- A. Within three days of receipt of a complaint or report of prohibited conduct, the school district will undertake or authorize an investigation by school district officials.
- B. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of bullying or hazing, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct will be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, discharge or other remedial response tailored to the particular incident and nature of the conduct and the student's developmental age and behavioral history. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the Minnesota Pupil Fair Dismissal Act, school district policies, and regulations. The school district will not make a determination of bullying and resulting discipline solely on an anonymous report.
- E. The school district is not authorized to disclose to a victim private educational data regarding an alleged perpetrator. School officials will notify the parent(s) or guardian(s), if deemed appropriate, of students involved in a bullying or hazing incident and the remedial action taken, to the extent permitted by law, based on a confirmed report.

- F. In order to prevent or respond to prohibited conduct committed by or directed against a student with a disability, the school district will, when determined appropriate by the student's individualized education program (IEP) team or Section 504 team, allow the student's IEP or Section 504 plan to be drafted to address the skills and proficiencies the student needs as a result of the student's disability to allow the student to respond to or not to engage the prohibited conduct.

IV. BULLYING AND HAZING BASED UPON OR DIRECTED AT A STUDENT'S PROTECTED STATUS

If a student reports to being bullied or hazed based upon a protected status (race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, or sexual orientation) the report should also be investigated consistent with Policy 102.

V. RETALIATION OR REPRISAL

The school district will discipline any individual who retaliates against any person who reports, testifies, assists or participates in any manner in any investigation, proceeding or hearing related to bullying or hazing. Retaliation includes, but is not limited to, intimidation, reprisal, bullying or harassment.

VI. TRAINING AND EDUCATION

A. The superintendent or their designee will provide appropriate training to school district personnel to prevent, identify, and respond to prohibited conduct.

B. The school district will provide ongoing training to build skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. School personnel who will be trained include but are not limited to educators, administrators, school counselors, social workers, psychologists, other school mental health professionals, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, extracurricular activities advisors, and paraprofessionals.

VII. NOTIFICATION

The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy will be referenced in the student handbook. Policy 514 – Bullying Prohibition or a summary thereof will be conspicuously posted in the administrative offices of the school district and each school site.

Revised: 11/21/2023

Revised: 11/16/2021

Revised: 10/24/2017

Revised: 7/29/2014

Revised: 1/24/2012

Adopted: 6/6/2006

**Legal References**

Minn. Stat. §121A.03, (Sexual, Religious, & Racial Harassment and Violence)

Minn. Stat. § 121A.031 School board policy; prohibiting intimidation and bullying

Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)

Minn. Stat. § 121A.69 (Hazing Policy)

**Cross References**

Policy 403 – Dismissal of Employees

Policy 414 – Mandated Reporting of Child Neglect or Physical or Sexual Abuse

Policy 506 – Student Discipline

Policy 507 – Corporal Punishment

Policy 515 – Protection and Privacy of Education Records

## **POLICY 520 – STUDENT SURVEYS**

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### **I. PURPOSE**

The purpose of this policy is to establish the parameters of information that may be sought in student surveys.

### **II. GENERAL STATEMENT OF POLICY**

The school district may conduct surveys of students to support school and school district improvement and student engagement. The school district will follow applicable federal regulations in conducting any survey of students that is a part of any program funded through the United States Department of Education. The school district will not impose an academic or other penalty upon a student who opts out of participating in a survey.

### **III. STUDENT SURVEYS**

#### **A. Inspection**

The school board will make all instructional materials available for inspection by students, parents, or guardians.

#### **B. Student Stakeholder Survey**

The school district will conduct an annual student stakeholder survey designed to obtain information from students about the school district's success in achieving its mission.

##### **1. The student stakeholder survey will**

- a. Collect feedback from students on their engagement in class,
- b. Provide teachers with student feedback for reflection on their classroom instruction and student engagement strategies,
- c. Provide school district administrators with student feedback to learn about strengths and opportunities for school and school district improvement, and
- d. Meet state requirements for principal and teacher development and evaluation.

2. The school district will notify parents about the survey at the beginning of each school year. The notice will include the grade levels to be surveyed, the purpose of the survey, the opt-out process, and a way for parents to review all questions in the survey.

3. The school district will provide the survey schedule and opt-out form on the school district website.

4. The school district will maintain the survey results as confidential data on the students. The school district will report the survey results in a way that does not allow for identification of individual student results.

#### **C. Other Student Surveys Conducted as Part of a U.S. Department of Education Program**

1. An adult student or a minor student's parent or guardian must provide prior written consent before the student may be required to reveal information concerning political affiliations or beliefs of the student or the student's parent; mental or psychological problems of the student or the student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; religious practices, affiliations, or beliefs of the student or student's parent; or income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

2. The school district will not conduct other surveys of programs funded by the U.S. Department of Education without developing a policy to govern the conduct of such surveys. The policy must be developed in consultation with parents.

#### IV. NOTICE

- A. The school district will give parents and students notice of this policy at the beginning of each school year and after making substantive changes to this policy.
- B. The school district will inform parents at the beginning of the school year if the school district or school site has identified specific or approximate dates for administering surveys and give parents reasonable notice of planned surveys scheduled after the start of the school year. The school district will give parents direct, timely notice when their students are scheduled to participate in a student survey by United States mail, email or another direct form of communication.
- C. The school district will give parents the opportunity to review the survey and to exercise their option of determining that their students will not participate in the survey.

Policy Adopted: 07/31/2018

**Cross Reference:**

Policy 104 School District Mission

Policy 515 Protection and Privacy of Student Records

**Legal Reference:**

20 U.S.C. § 1232h (Protection of Pupil Rights)

Minn. Stat. § 121A.065 (District Surveys to Collect Student Information Parent Notice and Opportunities for Opting Out)

School Board

INDEPENDENT SCHOOL DISTRICT 279

Maple Grove, Minnesota

## **PROCEDURE 520 – STUDENT SURVEYS**

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### **I. DEFINITIONS**

- A. Confidential Data means data about a person that is accessible only to representatives of the school district who have a need to know the information in order to do their jobs. Confidential data is not available to the data subject.
- B. Parent or Parents means a parent or guardian of a student or a person acting as a parent or guardian of a student in the absence of the student’s parent or guardian.
- C. Survey means the annual stakeholder survey conducted by the school district in order to provide information about each student’s success in achieving dreams, contributing to community and engaging in a lifetime of learning.

### **II. PROCESS TO OPT OUT OF STUDENT SURVEY**

- A. The school district acting through its Research, Assessment and Accountability Department (RAA) will notify parents each year in the fall about the survey and the opportunity they have to opt their student out.
- B. The notice will include a link to an opt-out form.
- C. Parents may submit the opt-out form to RAA through mail or email. If the opt-out form is submitted prior to the deadline in the Notice, the student will be included in the list of students who have opted out of the Student Survey.
- D. RAA will provide each school survey coordinator and principal with the list of students who have opted out and will be excluded from the Student Survey at their site.
- E. The school district will not impose an academic or other penalty against a student who opts out of participating in a student survey under this policy.

Policy Adopted: 07/31/2018

#### **Cross Reference:**

Policy 104 School District Mission  
Policy 515 Protection and Privacy of Student Records

#### **Legal Reference:**

20 U.S.C. § 1232h (Protection of Pupil Rights)  
Minn. Stat. § 121A.065 (District Surveys to Collect Student Information Parent Notice and Opportunities for Opting Out)

School Board  
INDEPENDENT SCHOOL DISTRICT 279  
Maple Grove, Minnesota

## **POLICY 532 – USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS FROM SCHOOL GROUNDS**

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### **I. PURPOSE**

The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, a student from school grounds.

### **II. GENERAL STATEMENT OF POLICY**

- A. The school district is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.
- B. All students are subject to the terms of the school district’s discipline policy. Building level administrators are responsible to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a student’s behavior will be taken by staff when a student’s behavior violates the school district’s discipline policy.
- C. If a student engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property school district personnel may call 911, or peace officers and that student may be removed from school grounds in accordance with this policy and associated procedures.
- D. School Resource or peace officers may not be used to perform educational interventions, including regulated procedures, either on an emergency basis or in accordance with an IEP. Law enforcement officers shall not be involved in an educational decision to remove a student from school as a disciplinary response.

Revised: 10/25/22

Revised: 3/15/16

Adopted: 9/21/2004

### ***Legal References***

20 U.S.C. 1415(k)(9) (Individuals with Disabilities Education Act (IDEA))  
34 C.F.R. 300.529 (IDEA Regulation Regarding Involvement of Law Enforcement)  
20 U.S.C. 1232g et seq. (Family Educational Rights and Privacy (FERPA))  
M.S. 13.01, et seq. (Minnesota Government Data Practices Act)  
M.S. 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)  
M.S. 121A.582 (Student Discipline; Reasonable Force)  
M.S. 121A.61 (Discipline and Removal of Students from Class)  
M.S. 121A.67 (Aversive and Deprivation Procedures)  
M.S. 125A.094-.0924 (Restrictive Procedures for Children with Disabilities)  
M.S. 245.487-.4889 (Children’s Mental Health Act)  
M.S. 609.06 (Authorized Use of Force)  
M.S. 609.379 (Permitted Actions)

### ***Cross References***

District Policy 506 (Student Discipline)  
District Policy 507 (Corporal Punishment)  
District Policy 515 (Protection and Privacy of Education Records)  
District Policy 543 (The Use of Regulated Conditional Procedures as Behavioral Interventions with Special Education Students)

## **PROCEDURE 532 – USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS FROM SCHOOL GROUNDS**

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### **I. DEFINITIONS**

For purposes of this policy, the following terms have the meaning given them in this section:

#### **A. Student with an IEP**

A student with an IEP means a student who is eligible to receive special education and related services pursuant to the terms of an individual education program (IEP).

#### **B. Peace Officer**

A peace officer means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term peace officer includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.

#### **C. School Resource Officer**

A school resource officer is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.

#### **D. Crisis Team**

A crisis team means crisis services that may be available in accordance with an agreement regarding procedures to coordinate crisis services for Hennepin County implementing the Minnesota Children’s Mental Health Act.

#### **E. Remove the Student from School Grounds**

The phrase remove the student from school grounds is the act of escorting that student from the school building or school activity at which the student is located.

#### **F. Other**

All other terms and phrases used in this policy and procedures will be defined in accordance with applicable state and federal law or ordinary and customary usage.

### **II. REMOVAL OF STUDENTS FROM SCHOOL GROUNDS**

#### **A. Removal by Crisis Team**

If the behavior of a student endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the Site Administrator may summon a county crisis team if one is available. If the student is a student with an IEP, the site leader may provide the student’s IEP or behavior intervention plan to the Crisis Team. The Crisis Team may attempt to de-escalate the student’s behavior through any legal means. If such measures fail, or when the crisis team determines that the student’s behavior continues to endanger or may endanger the health, safety, or

property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds.

B. Removal by School Resource Officer or Peace Officer

If a student engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, members of the county crisis team, building administrator, or the building administrator's designee, may request that the school resource officer or a peace officer remove the student from school grounds.

C. Reporting a Crime

1. Whether or not a student engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, school district personnel may report a crime committed by a student to appropriate authorities.
2. If the school district reports a crime committed by a student, school personnel will transmit copies of disciplinary records and, if applicable, relevant special education records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and Policy 515 - Protection and Privacy of Education Records.

D. Reasonable Force Permitted

In removing a student from school grounds, a building administrator, crisis team members, or the school resource officer or other agents of the school district, may use reasonable force when it is necessary under the circumstances to prevent bodily harm or death to the student or another, or for a principal or teacher to prevent the imminent bodily harm or death to the student or another.

In removing a student with an IEP from school grounds, school resource officers and school district personnel shall not use the prohibited procedures listed in Policy 543 - The Use of Regulated Conditional Procedures as Behavioral Interventions with Special Education Students.

Any reasonable force used under Minnesota Statutes, Sections 121A.582; 609.06, Subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

E. Parental Notification

The building administrator or designee will make reasonable efforts to notify the student's parent/guardian of the student's removal from school grounds as soon as possible following the removal.

F. Continued Removal of a Student with an IEP

Continued and repeated use of the removal process described herein must be reviewed in the development of the individual student's IEP or Individual Interagency Intervention Plan. If a student with an IEP is removed from a classroom, school building, or school grounds during the school day by a county crisis team or school resource officer at the request of a school administrator or school personnel twice in a thirty (30) day period, the student's IEP team must meet to determine if the student's IEP is adequate or if additional evaluation is needed.

Revised: 11/21/23

Revised: 10/25/22

Revised: 3/15/16

Adopted: 9/21/2004

### ***Legal References***

20 U.S.C. 1415(k)(9) (Individuals with Disabilities Education Act (IDEA))  
34 C.F.R. 300.529 (IDEA Regulation Regarding Involvement of Law Enforcement)  
20 U.S.C. 1232g et seq. (Family Educational Rights and Privacy (FERPA))  
M.S. 13.01, et seq. (Minnesota Government Data Practices Act)  
M.S. 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)  
M.S. 121A.55 (Policies to be Established)  
M.S. 121A.582 (Student Discipline; Reasonable Force)  
M.S. 121A.61 (Discipline and Removal of Students from Class)  
M.S. 121A.67 (Aversive and Deprivation Procedures)  
M.S. 125A094-.0924 (Restrictive Procedures for Children with Disabilities)  
M.S. 245.487-.4889 (Children's Mental Health Act)  
M.S. 609.06 (Authorized Use of Force)  
M.S. 609.379 (Permitted Actions)

### ***Cross References***

District Policy 506 (Student Discipline)  
District Policy 507 (Corporal Punishment)  
District Policy 515 (Protection and Privacy of Education Records)  
District Policy 543 (The Use of Regulated Conditional Procedures as Behavioral Interventions with Special Education Students)

## **POLICY 541 – CHEMICAL USE / ABUSE**

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### **I. PURPOSE**

The school board recognizes that chemical use and abuse constitutes a grave threat to the physical and mental well-being of students and employees and significantly impedes the learning process. Chemical use and abuse also creates significant problems for society in general. The School Board believes that the public school has a role in education, intervention and prevention of chemical use and abuse. The purpose of this policy is to assist the school district in its goal to prevent chemical use and abuse by providing procedures for education and intervention and to maintain a safe and healthy environment for students.

### **II. GENERAL STATEMENT OF POLICY**

- A. No student, regardless of age, may possess, use, be under the influence of, distribute, sell and/or exchange unauthorized or illegal chemical substances including but not limited to, narcotics, drugs, or other controlled substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, alcohol, or other intoxicating substances or mood-altering chemicals, drug paraphernalia or look-alike substances, or other articles that are illegal or harmful to persons or property. This prohibition also includes one student sharing a prescription medication with another. Medication prescribed by a physician must be handled in accordance with Policy 516 – Student Medication.
  
- B. This policy 541 - Chemical Use/Abuse applies district-wide on school property and at all school related activities, trips and functions, whether on or off school property, school bus stops, school buses, any other vehicle approved for District purposes, and the area of entrance to or departure from school premises or events for all students regardless of age.

### **III. ENFORCEMENT**

- A. Students using, possessing and/or exchanging chemical substances in violation of this policy will be subject to consequences under Policy 506 – Student Discipline, and treated according to existing school rules, including notification of law enforcement agencies and the application of appropriate school discipline.
  
- B. Students suspected of violating this policy will be referred to their school’s student assistance team which is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.
  
- C. Students presently not under the influence who disclose their use of chemicals for the purpose of obtaining help with this problem will be treated in a non-punitive way by school personnel.
  
- D. In the event a student receives treatment outside the District, every effort must be made to effect a successful continuation in or re-entry into the school community.

Revised: 11/21/23

Revised: 1/16/18

Revised: 6/23/09

Revised: 2/14/04

Revised: 10/16/01

Policy 541 Adopted: 6/6/00 (formerly Policy 5217)

Policy Revised: 3/22/94

Revised: 1/2/85  
Revised: 11/15/83  
Policy 5217 Adopted: 3/24/81

***Legal References***

Federal Drug Free Schools and Communities Act  
M.S. 152.01 – Definitions and Schedules Controlled Substances  
M.S. 152.01, Subd. 18 – Drug Paraphernalia  
M.S. 121A.26  
M.S. 121A.29

***Cross References***

Policy 502 – Search of Student Lockers, Desks, Personal Possessions and Student’s Person  
Policy 515 – Protection and Privacy of Student Records  
Policy 506 – Student Discipline  
Policy 516 – Student Medication  
Policy 550 – Suspension  
Policy 551 – Exclusion and Expulsion

## **PROCEDURE 541 – STUDENTS - CHEMICAL USE / ABUSE**

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### **I. DEFINITIONS**

#### **A. Chemicals**

Chemicals include but are not limited to alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoid, edible cannabinoid products, and controlled substances as defined in the school district's Drug-Free Workplace/Drug-Free School policy.

#### **B. Use**

Use is defined as drinking, sniffing, smoking, swallowing, chewing, injecting, or otherwise absorbing into the body such illegal or mood-altering substances. Hereinafter, the term chemical(s) or chemical substances(s) will refer to all the prohibited substances defined in this paragraph A.

#### **C. Chemical Abuse**

Chemical abuse means use of any psychoactive or mood-altering chemical substance, without compelling medical reason, in a manner that induces mental, emotional, or physical impairment and causes socially dysfunctional or socially disordering behavior, to the extent that the student's normal function in academic, school, or social activities is chronically impaired.

#### **D. Paraphernalia**

Paraphernalia is defined as equipment, products, and materials of any kind which are knowingly or intentionally used primarily in manufacturing a controlled substance or injecting, ingesting, inhaling, or otherwise introducing a controlled substance into the human body (M.S. 152.01 – Definitions and Schedules of Controlled Substances). It is unlawful for any person knowingly or intentionally to use, possess or manufacture drug paraphernalia (M.S. 152.01, Subd. 18 – Drug Paraphernalia).

### **II. PREVENTION**

#### **A. Prevention**

Prevention will be directed toward providing students with information and experiences which will prepare them to make responsible decisions regarding chemical use, including:

1. Pharmacological information appropriate to the students' age and development which includes potential social, legal, psychological, and physical effects of chemicals.
2. Understanding peer pressures and other influences upon students' lives.
3. Understanding the effects of emotions and stress in students' lives and learning appropriate coping skills.

#### **B. Curriculum**

Curriculum areas which are related to prevention of chemical use/abuse will be reviewed periodically in accordance with the District's Program Improvement Plan to determine if the content is appropriate and current for its intended students.

1. Units of instruction will be developed in the Health, and Guidance and Counseling curricula which deal with content appropriate to that area.
2. The two curricular areas identified in II.B,1 are not to be considered as being exclusive in the study of chemical use/abuse.
3. The District must provide vaping prevention instruction at least once to students in grades 6 through 8.

### III. STAFF RESPONSIBILITY FOR REPORTING

- A. Staff who know or have reason to believe that a student is or will be using, possessing, or transferring alcohol or a controlled substance while on the school premises or involved in school-related activities, will immediately notify a member of the school's chemical abuse pre-assessment team of this information.

### IV. PRE-ASSESSMENT TEAM (STUDENT ASSISTANCE TEAM) SERVICES

- A. Pre-assessment services will be available to students to help them with their concerns about chemicals and problems related to chemical use.
- B. Every school will have a chemical abuse pre-assessment team. The team will be composed of classroom teachers, administrators and other appropriate professional staff to the extent they exist in each school, such as the school nurse, school counselor or psychologist, social worker, chemical abuse specialist, or others.
- C. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to individual reported cases from the school and law enforcement.
- D. When a community violation has occurred, law enforcement is required to provide information about the violation to the Student Assistance/Pre-Assessment team. This notice must be provided to the team within two weeks after the incident occurs and then the data are handled in accordance with M.S. 121A.26, 121.29 and Policy 515 – Protection and Privacy of Education Records.
- E. Within forty-five days after receiving an individual reported case, the team will make a determination whether to provide the student and, in the case of a minor, the student's parents with information about school and community services in connection with chemical abuse.
- F. If the team decides not to provide a student and, in the case of a minor, the student's parents with information about school or community services in connection with chemical abuse, records created or maintained by the team about the student must be destroyed not later than six months after the determination is made.  
If the team decides to provide a student and, in the case of a minor, the student's parents with information about school or community services in connection with chemical abuse, records created or maintained by the team about the student must be destroyed not later than six months after the student is no longer enrolled in the district.

### V. STUDENTS VIOLATING THE POLICY MAY HAVE CONSEQUENCES SUBJECT TO POLICY 506 – STUDENT DISCIPLINE AND DISTRICT PRACTICES

## VI. PROVISION OF SUPPORT SERVICES FOR STUDENTS IN TREATMENT AND RETURNING FROM TREATMENT

The school will support a student returning from treatment for chemical abuse and other problems by:

- A. Cooperating with the treatment facility by providing information necessary to enable the facility to plan for the student's educational needs.
- B. Assigning school credit for work completed during the treatment experience.
- C. Formulating a school plan which will consider alternatives which best suit the student's needs and provides support as needed.

Revised: 11/21/2023

Revised: 1/16/18

Revised: 6/23/09

Revised: 2/17/04

Procedure 541 Revised: 10/16/01 (formerly Policy 5217)

Policy 5217 Adopted: 6/6/00

### ***Legal References***

Federal Drug Free Schools and Communities Act

M.S. 152.01 – Definitions and Schedules Controlled Substances

M.S. 152.01, Subd. 18 – Drug Paraphernalia

M.S. 121A.26, M.S. 121A.8, M.S. 121A.29

### ***Cross References***

Policy 502 – Search of Student Lockers, Desks, Personal Possessions and Student's Person

Policy 515 – Protection and Privacy of Education Records

Policy 506 – Student Discipline

Policy 516 – Student Medication

Policy 550 – Suspension

Policy 551 – Exclusion and Expulsion



**Osseo Area  
Schools**

# **Enrollment Trends & Projections**

**John Morstad, BJ Irmiter**

**Dec. 9, 2025**

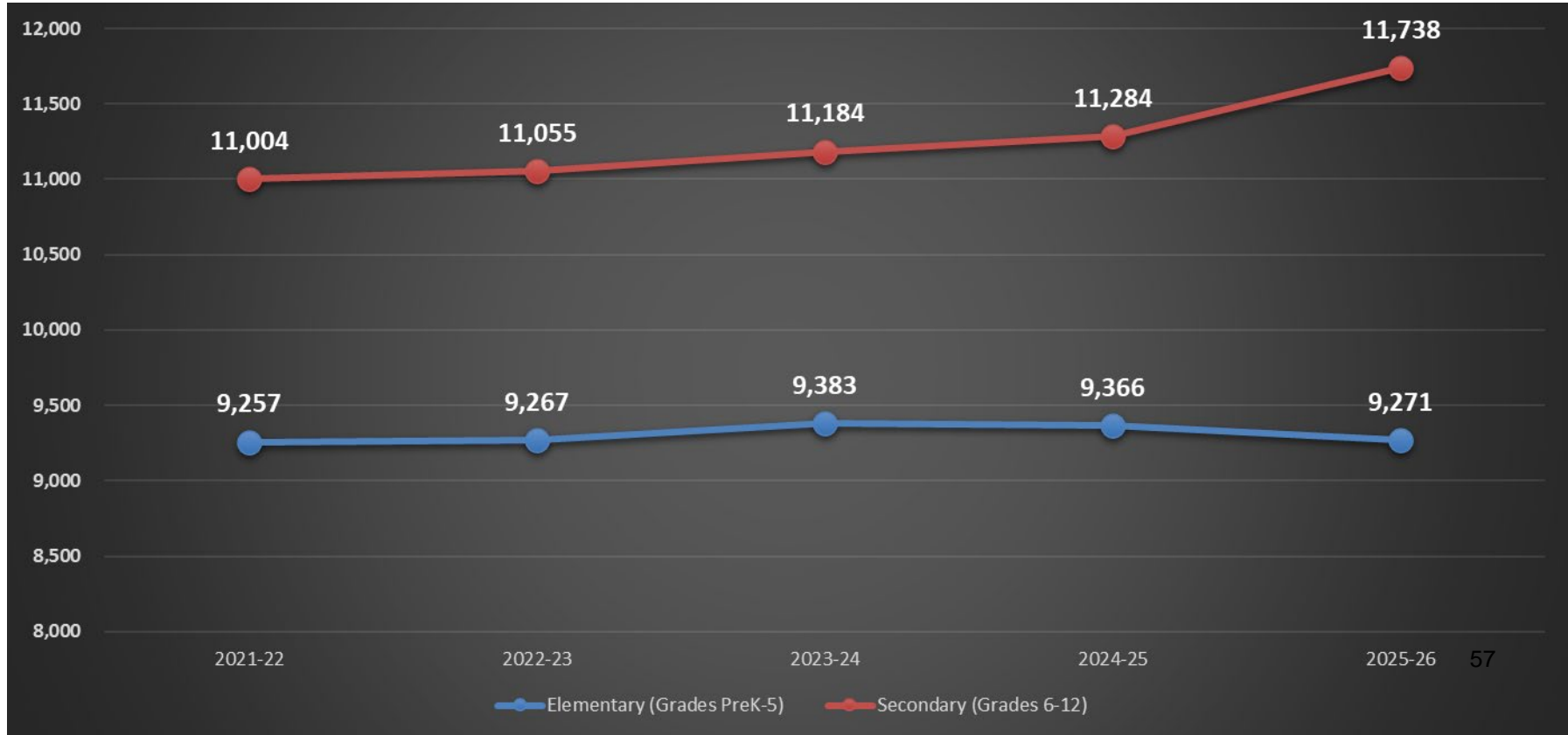
# Agenda

- Enrollment history
- Residents Enrolled elsewhere
  - Public options
  - Private options
- Kindergarten enrollment
- Preliminary enrollment projections
- Class size information

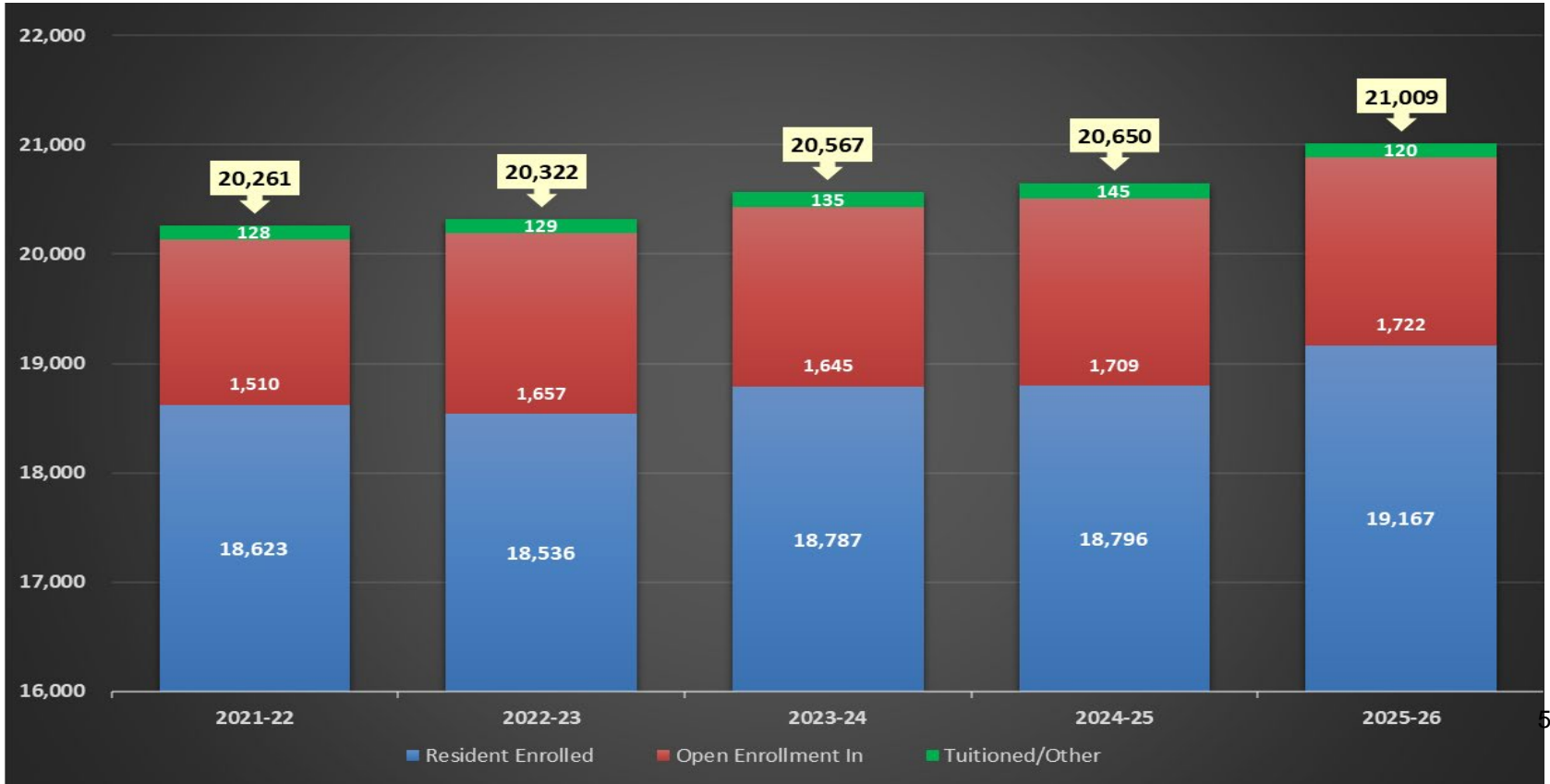
# Enrollment Trend History



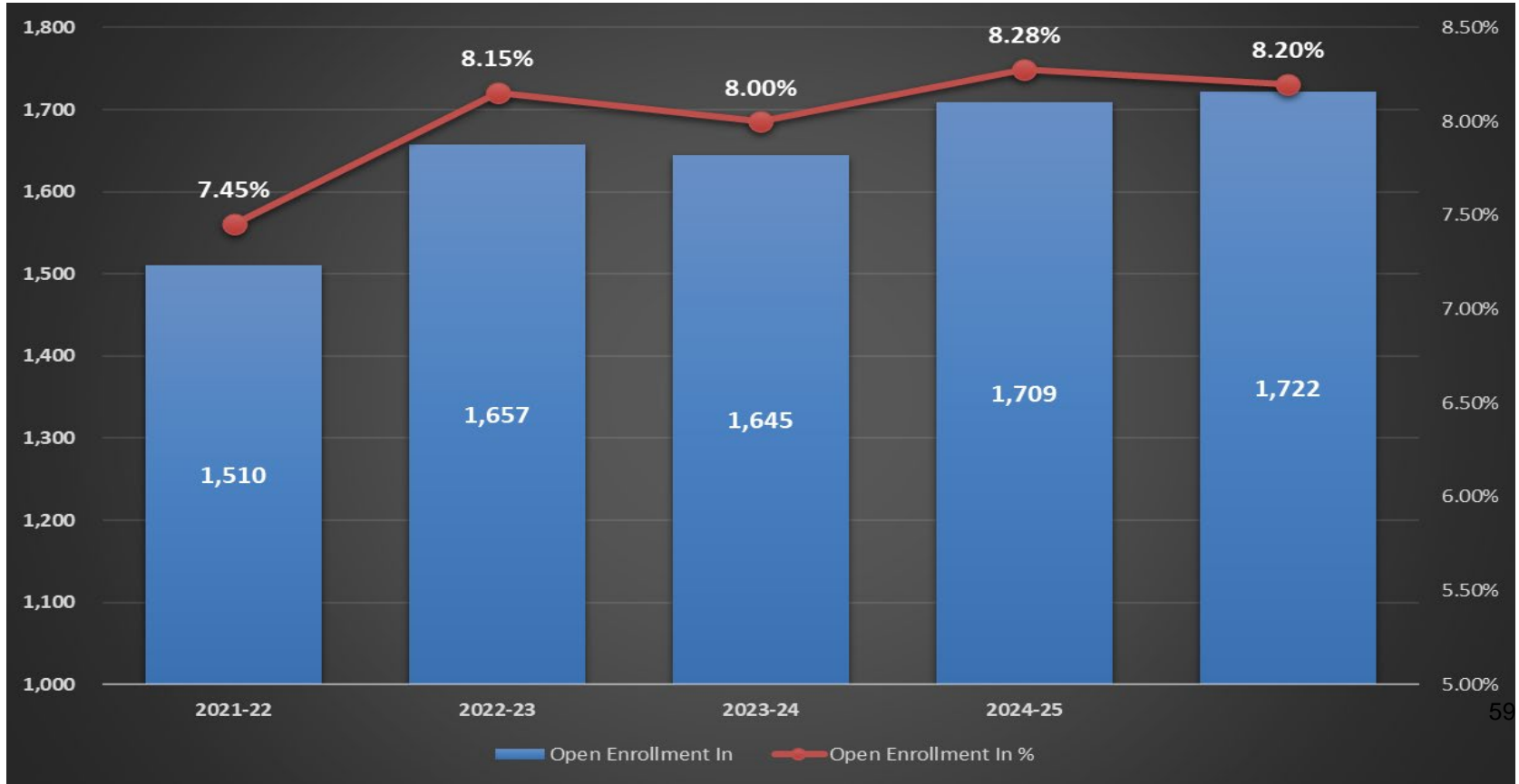
# Enrollment Trend History



# Enrollment by category



# Non-Resident enrollment



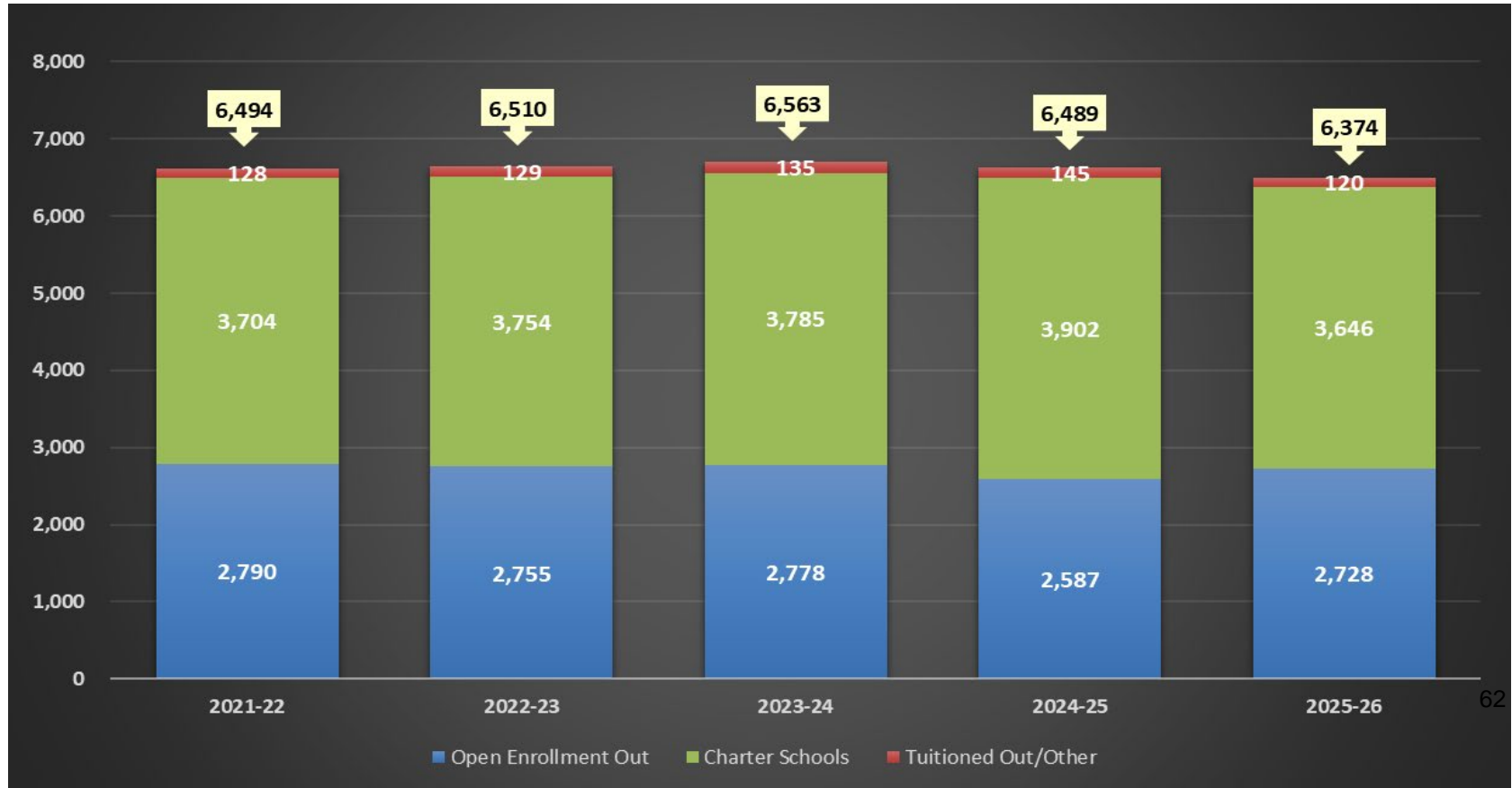
# Enrollment actual versus projected

- **192 students below projections**
  - Elementary = 111 below
  - Middle Schools = 20 over
  - High Schools = 47 over
  - Other programs (OEC, OALC, 279Online) = 148 under
- **Schools under projections (10 or more):**
  - Birch Grove, Cedar Island, Edinbrook, Elm Creek, Rice Lake, Woodland, North View Middle, Park Center Senior, 279Online, OALC
- **Schools over projections (10 or more):**
  - Park Brook, Rush Creek, Zanewood, Brooklyn Middle, Maple Grove Middle, Osseo Middle, Maple Grove Senior, Osseo Senior

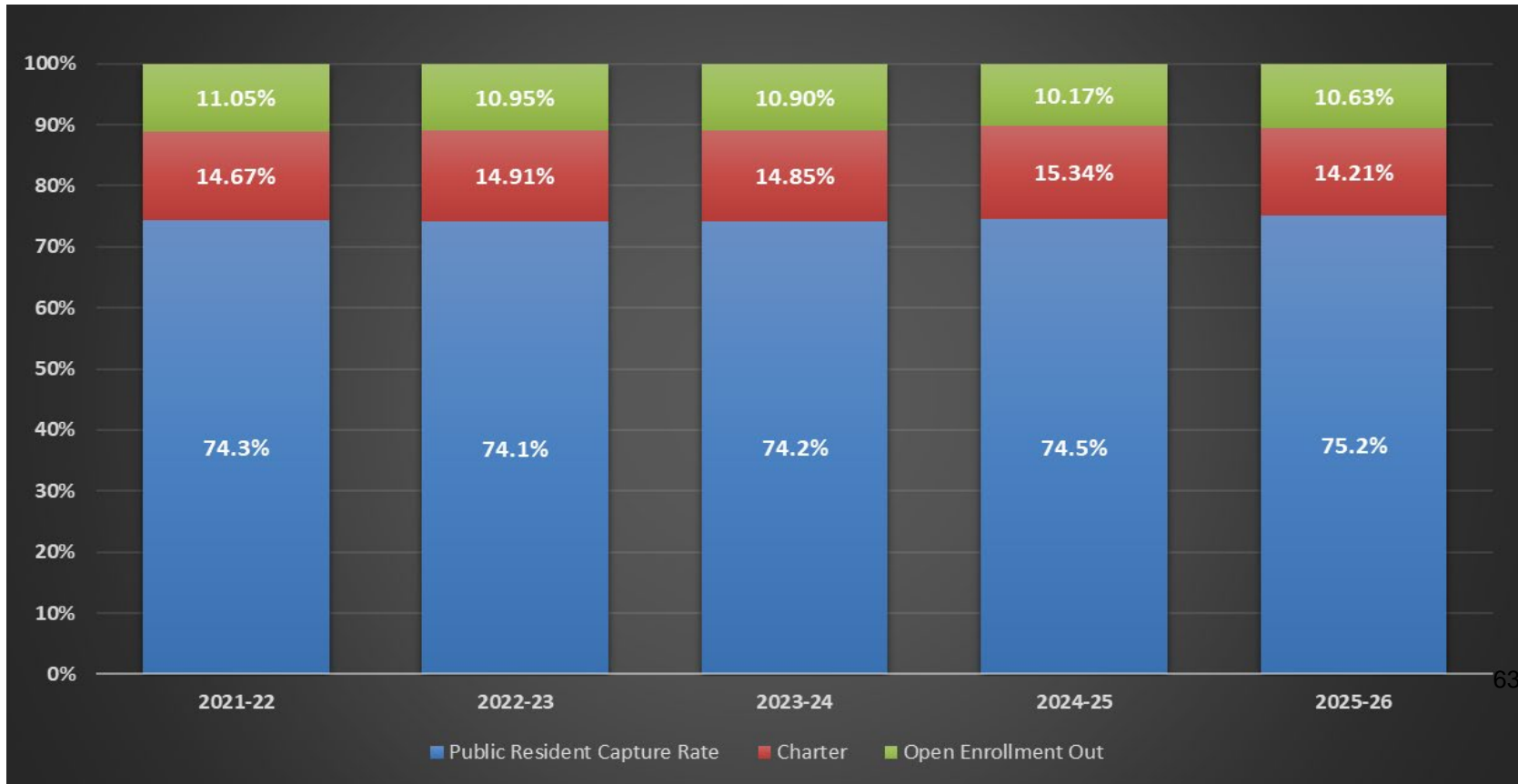
# Residents Enrolled Elsewhere

Public Options

# Residents attending elsewhere - **Public**



# Resident capture rate - Public



# Resident attending other public districts

District	FY 2023	FY 2024	FY 2025	FY 2026 Preliminary		
	Net Gain or Loss <sup>4</sup>	Net Gain or Loss		ISD 279 Residents	Non-Residents	Net Gain or Loss
				Lost	Gained	
Anoka Hennepin*	(271)	(235)	(252)	(783)	502	(281)
Brooklyn Center*	(162)	(155)	(129)	(310)	197	(113)
Buffalo*	19	19	21	(1)	24	23
Elk River*	(18)	(31)	(38)	(79)	79	0
Fridley*	(131)	(142)	(134)	(181)	22	(159)
Mounds View	(11)	(4)	(12)	(21)	6	(15)
Minneapolis	25	166	205	(109)	266	157
Robbinsdale	61	10	20	(314)	376	62
Rockford*	(41)	(31)	(38)	(73)	35	(38)
Wayzata	(50)	(53)	(80)	(96)	47	(49)
Hopkins	(94)	(104)	(106)	(117)	6	(111)
Mnettonka	(116)	(120)	(118)	(152)	1	(151)
Spring Lake Park	(71)	(70)	(52)	(76)	19	(57)
Orono	(56)	(59)	(62)	(71)	2	(69)
	<b>(916)</b>	<b>(809)</b>	<b>(775)</b>		<b>TOTAL</b>	<b>(801)</b>

\*Members of Northwest Suburban Integration School District (NWSISD)

Only showing schools with 60 or more Osseo Area Schools residents

# Resident attending other **charter schools**

Charter	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026 Preliminary	Gain/Loss
Parnassus	939	940	913	907	885	(22)
Athlos Leadership Academy	535	487	406	476	441	(35)
Noble Academy	335	321	297	296	241	(55)
Prairie Seeds Academy	277	281	297	286	311	25
New Millenium Academy	244	259	274	290	285	(5)
Excell Academy	201	241	227	233	221	(12)
Hmong College Prep Academy	118	99	115	126	117	(9)
Minnesota Transitions	115	134	133	171	125	(46)
Minnesota Excellence in Learning Academy	84	96	97	112	104	(8)
Beacon Academy	73	84	73	72	60	(12)
	<b>2,921</b>	<b>2,942</b>	<b>2,832</b>	<b>2,969</b>	<b>2,790</b>	<b>(179)</b>

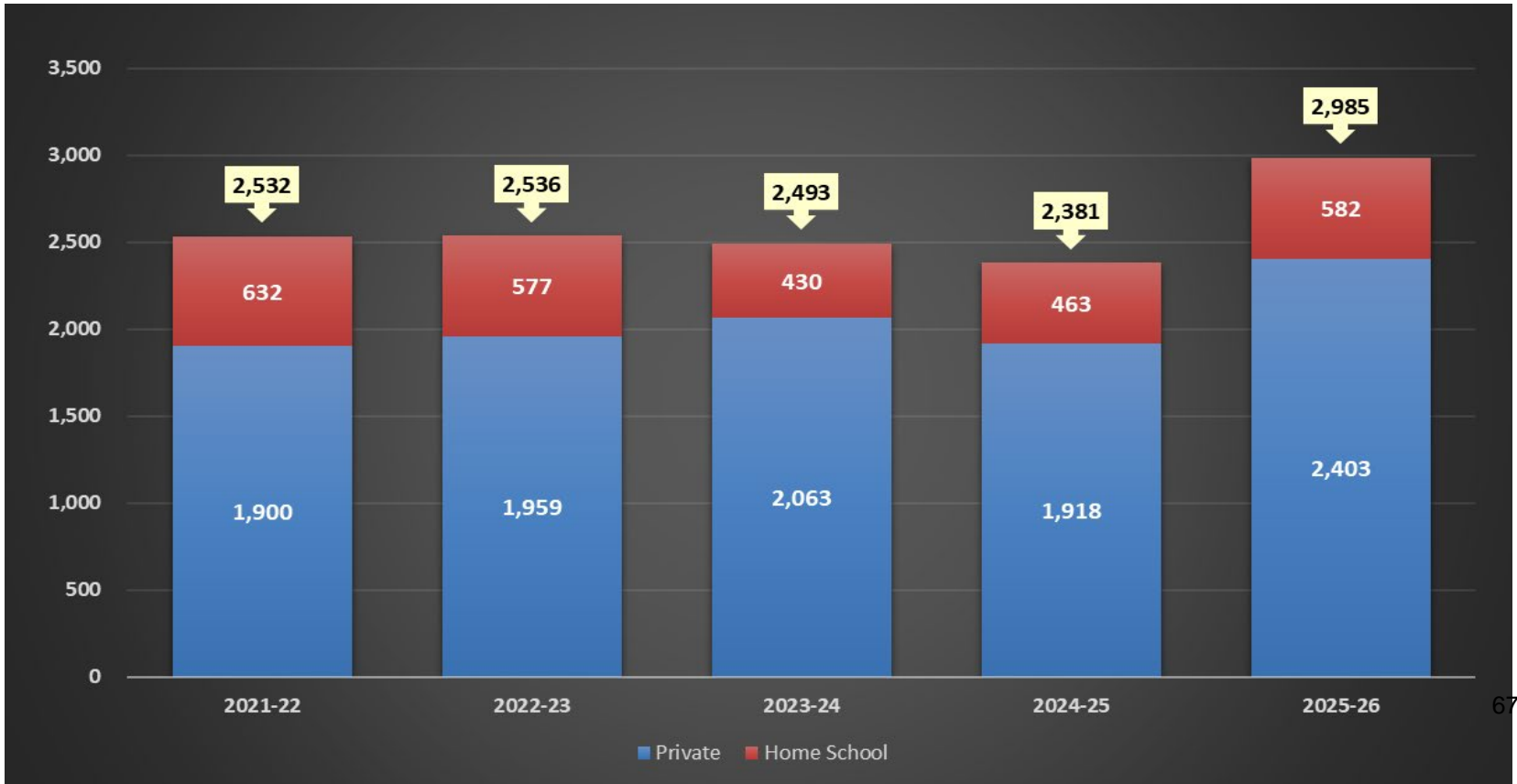
Only showing schools with 60 or more ISD 279 residents

79 charter schools have a total of **3,646** residents of Osseo Area Schools attending.

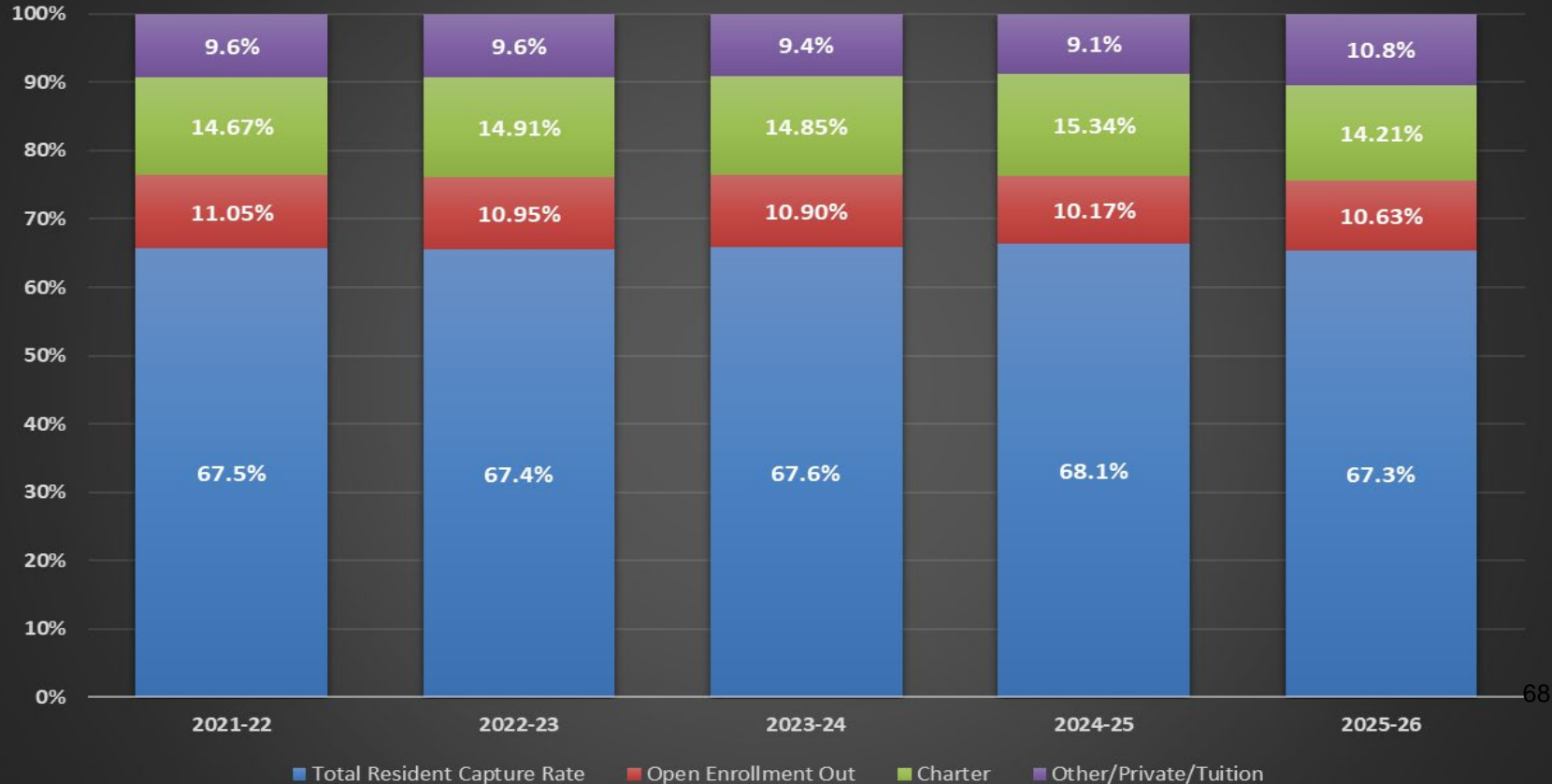
# Residents Enrolled Elsewhere

Private/Homeschool

# Residents attending elsewhere - Private



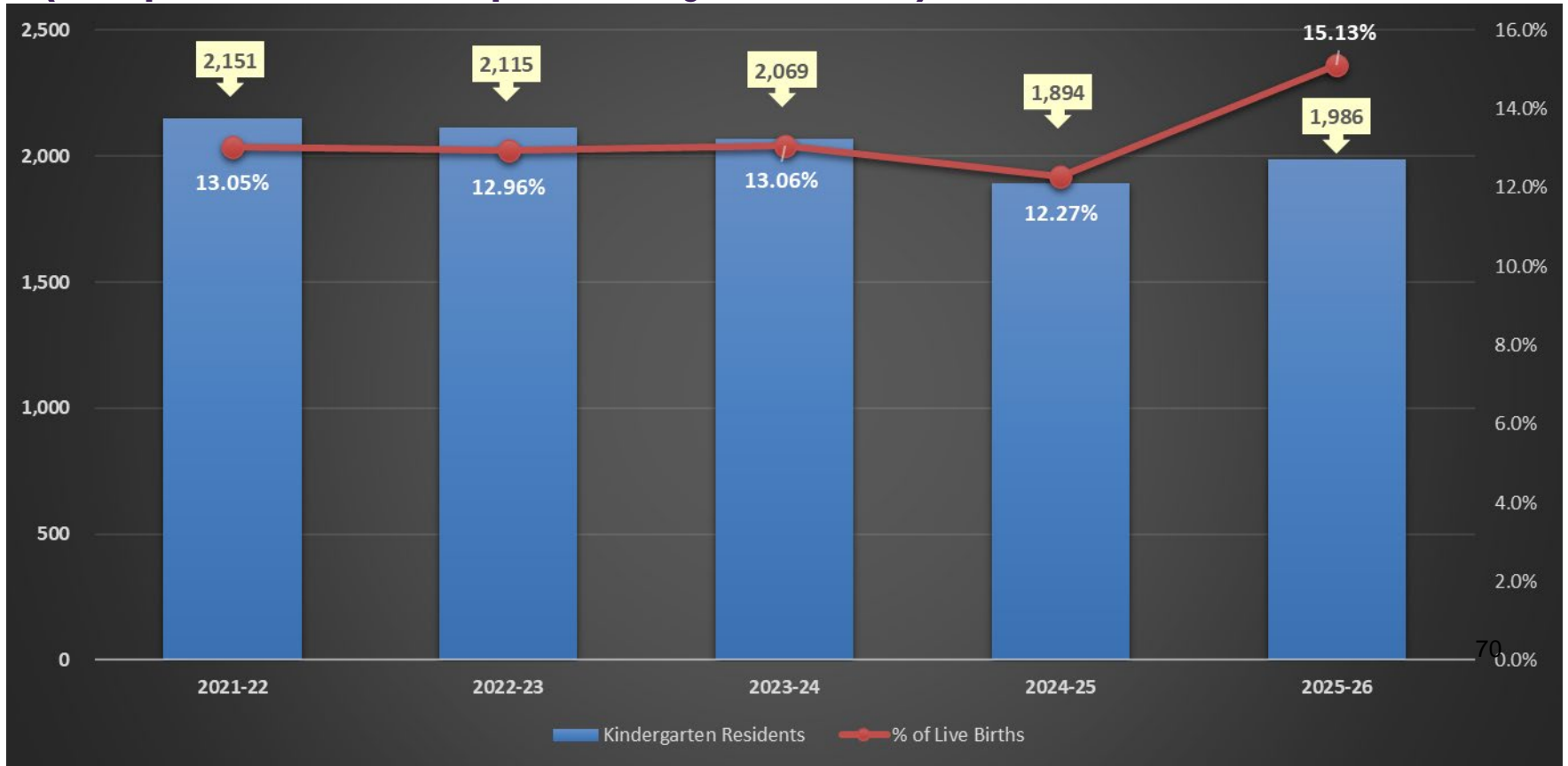
# Resident capture rate - Overall



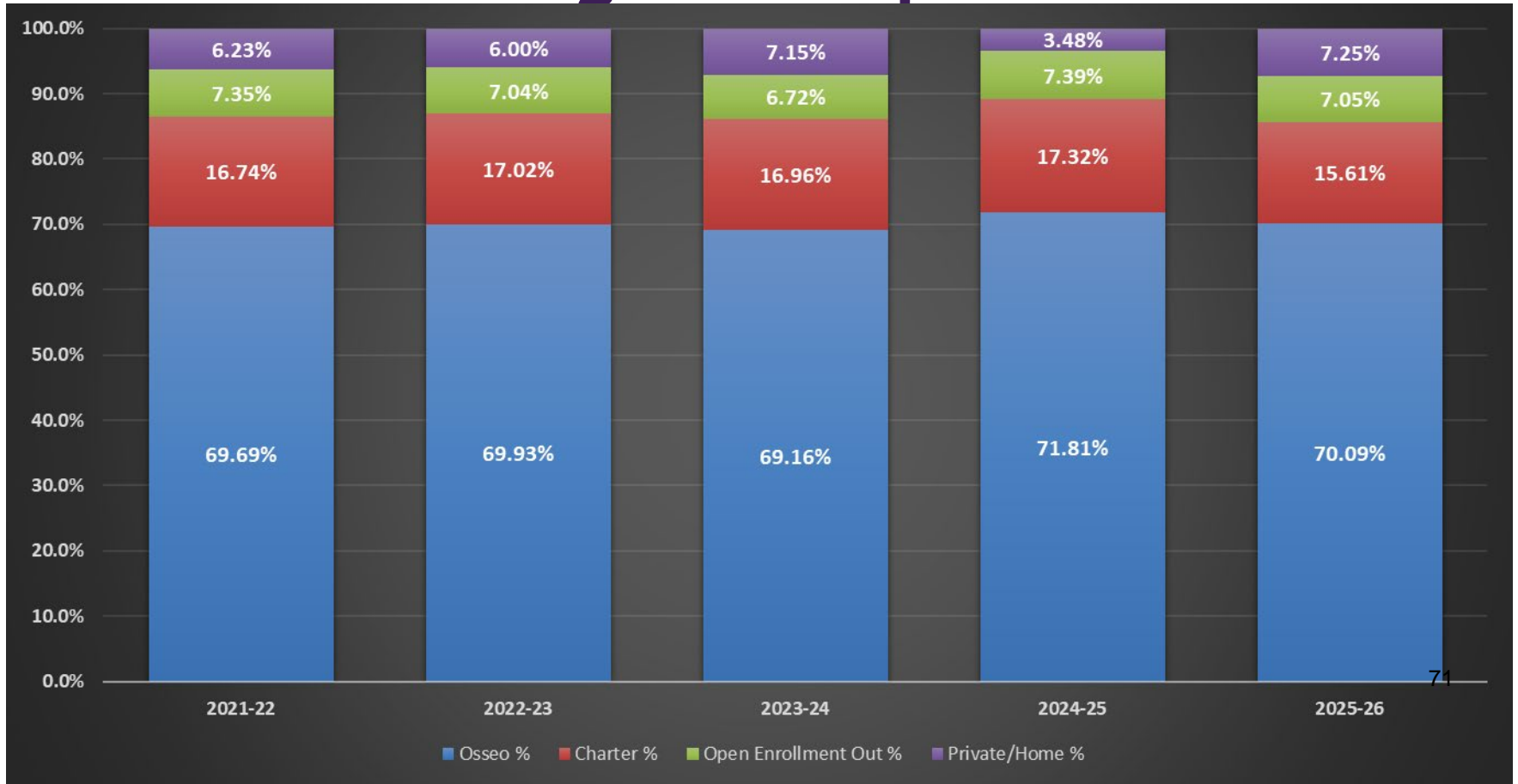
# Kindergarten Enrollment

# Resident kindergarten enrollment

(as a percent of Hennepin County live births)



# Resident kindergarten capture rate



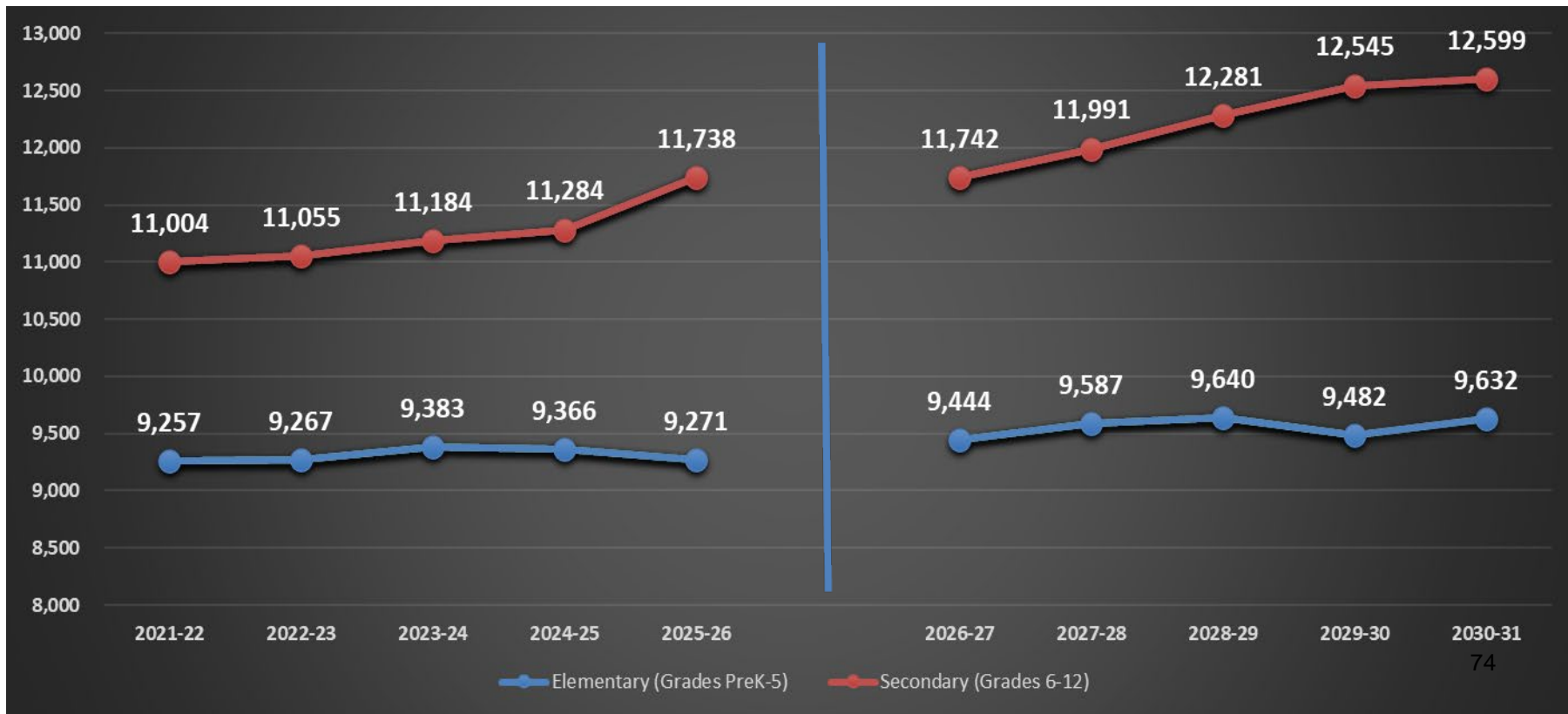
# Preliminary enrollment projections

# Preliminary enrollment projections

Enrollment Projections												
FALL AND SPRING ENROLLMENT PRIOR YEAR DATA												
Grade or Age *	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031
Henn Cty Births	16,770	16,829	16,485	16,322	15,845	15,430	13,130	14,233	14,439	13,801	12,154	13,551
PreK - SPED	0	71	76	77	82	98	67	78	79	76	67	75
PreK - AM	0	116	139	120	125	144	163	164	165	157	139	154
PreK - PM	0	93	119	107	110	108	125	124	126	120	106	118
PreK Total	0	280	334	304	317	350	355	366	370	353	312	347
Kindergarten	1,586	1,388	1,499	1,479	1,431	1,360	1,392	1,482	1,567	1,490	1,309	1,458
Grade 1	1,573	1,534	1,493	1,503	1,500	1,452	1,388	1,442	1,531	1,622	1,538	1,355
Grade 2	1,550	1,487	1,535	1,501	1,552	1,537	1,474	1,430	1,490	1,564	1,667	1,582
Grade 3	1,515	1,433	1,497	1,515	1,509	1,588	1,540	1,522	1,461	1,516	1,588	1,692
Grade 4	1,529	1,445	1,425	1,517	1,539	1,516	1,590	1,565	1,555	1,488	1,542	1,616
Grade 5	1,565	1,475	1,474	1,448	1,535	1,563	1,532	1,637	1,613	1,607	1,526	1,582
Kind - Grade 5	9,318	8,762	8,923	8,963	9,066	9,016	8,916	9,078	9,217	9,287	9,170	9,285
Grade 6	1,617	1,473	1,410	1,347	1,405	1,398	1,525	1,440	1,582	1,561	1,542	1,467
Grade 7	1,494	1,569	1,469	1,422	1,387	1,445	1,439	1,576	1,505	1,648	1,614	1,596
Grade 8	1,511	1,477	1,580	1,484	1,487	1,419	1,487	1,468	1,650	1,575	1,709	1,675
Grade 6-8	4,622	4,519	4,459	4,253	4,279	4,262	4,451	4,484	4,737	4,784	4,865	4,738
Grade 9	1,664	1,680	1,660	1,844	1,761	1,709	1,692	1,803	1,751	1,960	1,859	2,017
Grade 10	1,761	1,639	1,625	1,704	1,840	1,785	1,767	1,709	1,864	1,806	2,006	1,904
Grade 11	1,627	1,729	1,569	1,601	1,649	1,825	1,827	1,783	1,729	1,879	1,812	2,011
Grade 12	1,767	1,819	1,691	1,653	1,655	1,703	2,001	1,963	1,910	1,852	2,003	1,929
Grade 9-12	6,819	6,867	6,545	6,802	6,905	7,022	7,287	7,258	7,254	7,497	7,680	7,861
												73
Grand Total PK-12	20,759	20,428	20,261	20,322	20,567	20,650	21,009	21,186	21,578	21,921	22,027	22,231
Change	4,742	-331	-167	61	245	83	359	177	392	343	106	204
	29.61%	-1.59%	-0.82%	0.30%	1.21%	0.40%	1.74%	0.84%	1.85%	1.59%	0.48%	0.93%

NOTE: Henn County Births shown above occurred 5 years prior to the year displayed

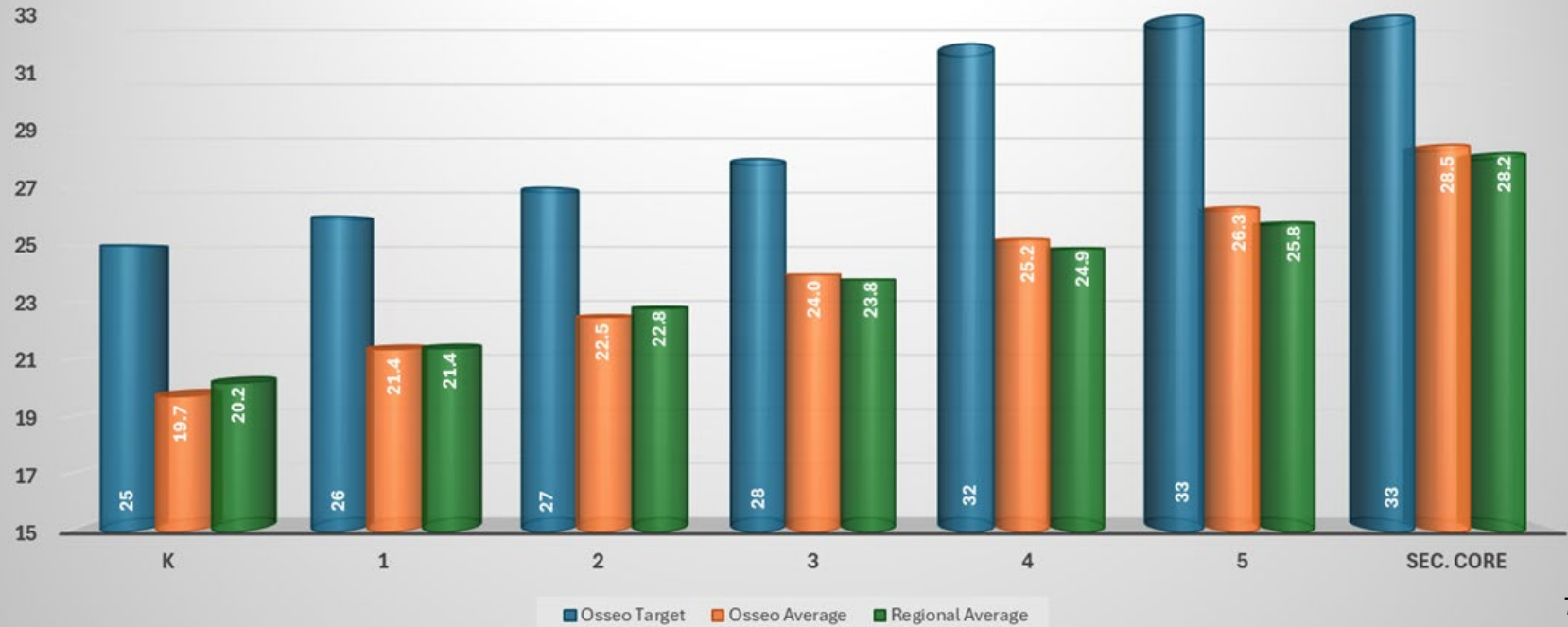
# Projections through 2031



# Class size information

# Class size

Osseo Class Sizes



# Class size (cont.)

## Cost to change class size targets:

- \$1.5 million per student, per grade level, annually
  - Lowering elementary target 1 student per grade level = **\$9 million annually**
  - Lowering secondary target 1 student per grade level = **\$10.5 million annually**

## Boundary Changes

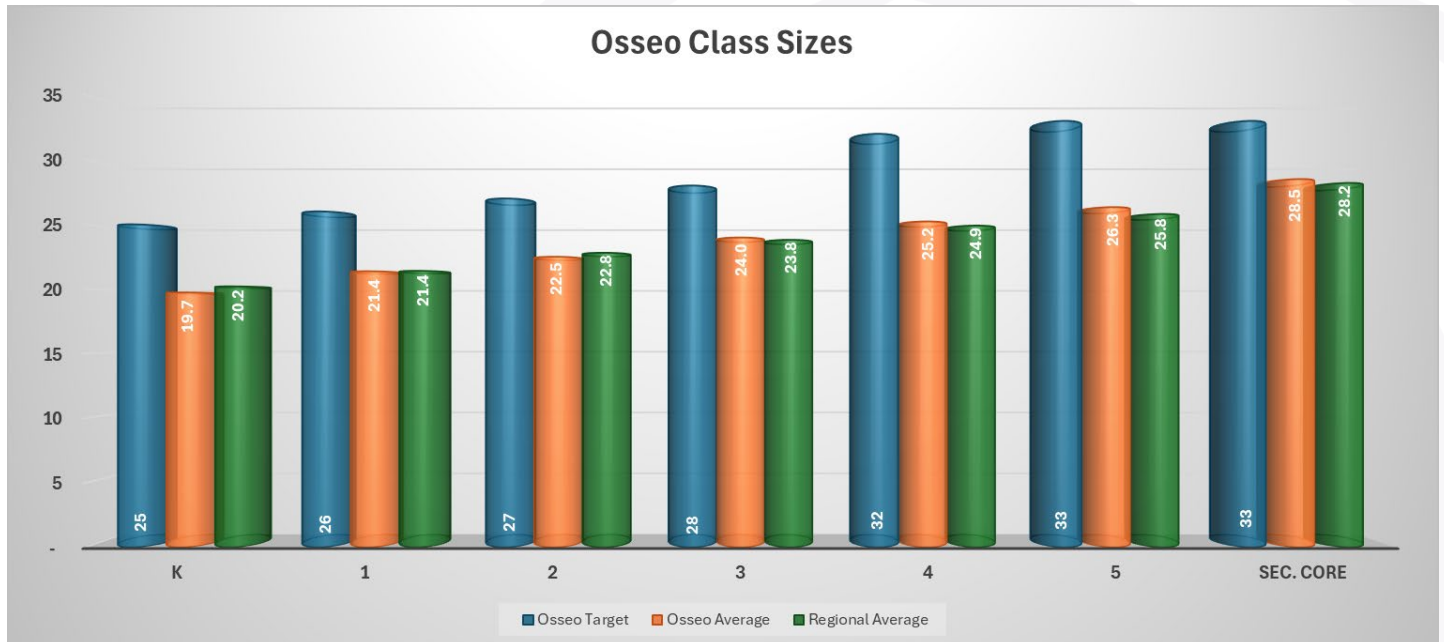
- Boundary changes are intended to balance capacity and provide more flexible space usage for buildings. We will have more information on the results next year.

## Staffing Deployment

- The enrollment Committee monitors enrollment shifts throughout the year.
- DLTL holds an annual FTE contingency and deploys those positions as needs are determined.

**Thank You**

## Class Size General Information



Osseo's targets (blue) are higher than the regional average, but our average class sizes (orange) are under the regional average (green) in grades K-2. Class sizes are slightly over in grades 3-5 and secondary core classes.

While individual classes may be higher or lower than the average, we currently manage class sizes down when they reach or exceed the target. We currently do not manage a class size minimum.

### **Cost to change class size targets:**

- \$1.5 million per student, per grade level, annually
  - Lowering elementary target 1 student per grade level = **\$9 million annually**
  - Lowering secondary target 1 student per grade level = **\$10.5 million annually**

### **Boundary Changes**

Boundary changes are intended to balance capacity and provide more flexible space usage for buildings. We will have more information on the results next year.

### **Staffing Deployment**

The enrollment Committee monitors enrollment shifts throughout the year. DLTL holds an annual FTE contingency and deploys those positions as needs are determined.

Osseo Area Schools  
FY 2022 Enrollment Grade and Site Variance From Projection

Osseo Area Schools - Grade and Site Enrollment Estimates																		
School Name	Current Year Projection (FY 2026)														FY 2025 Actual	One-Year Change		
	VPK	K	1	2	3	4	5	6	7	8	9	10	11	12			FY 2026 Projection	
City of Brooklyn Center																		
Garden City		50	54	57	53	56	51								321	318	3	0.94%
City of Brooklyn Park																		
Birch Grove		54	55	75	80	71	84								419	409	10	2.44%
Crest View		0	0	0	0	0	0								0	189	(189)	-100.00%
Edinbrook		113	118	123	131	161	131								777	654	123	18.81%
Fair Oaks		48	47	61	64	75	58								353	338	15	4.44%
Palmer Lake		76	75	74	72	81	74								452	460	(8)	-1.74%
Park Brook		39	48	44	51	47	34								263	277	(14)	-5.05%
Woodland		104	81	123	109	127	99								643	590	53	8.98%
Zanewood		51	36	54	62	52	53								308	295	13	4.41%
City of Maple Grove																		
Aspen Ridge		0	0	0	0	0	0								0	0	0	0.00%
Basswood		124	130	132	157	152	135								830	840	(10)	-1.19%
Cedar Island		71	70	85	79	85	95								485	476	9	1.89%
Elm Creek		95	106	86	98	87	108								580	549	31	5.65%
Fernbrook		145	180	203	192	183	176								1,079	976	103	10.55%
Oak View		69	84	68	79	85	83								468	481	(13)	-2.70%
Rush Creek		105	125	119	137	140	129								755	763	(8)	-1.05%
Rice Lake		92	95	107	112	104	123								633	641	(8)	-1.25%
Weaver Lake		90	99	110	111	124	127								661	667	(6)	-0.90%
<b>Elementary School Total</b>	-	<b>1,326</b>	<b>1,403</b>	<b>1,521</b>	<b>1,587</b>	<b>1,630</b>	<b>1,560</b>								<b>9,027</b>	<b>8,923</b>	<b>104</b>	<b>1.17%</b>
City of Brooklyn Park																		
Brooklyn Middle								329	334	337					1,000	928	72	7.76%
North View Middle								188	181	229					598	508	90	17.72%
Park Center Senior											514	513	514	536	2,077	2,001	76	3.80%
City of Maple Grove																		
Maple Grove Middle								554	532	544					1,630	1,599	31	1.94%
Maple Grove Senior											639	644	653	570	2,506	2,407	99	4.11%
City of Osseo																		
Osseo Middle								377	354	395					1,126	1,134	(8)	-0.71%
Osseo Senior											564	554	575	531	2,224	2,208	16	0.73%
<b>Secondary School Total</b>								<b>1,448</b>	<b>1,401</b>	<b>1,505</b>	<b>1,717</b>	<b>1,711</b>	<b>1,742</b>	<b>1,637</b>	<b>11,161</b>	<b>10,785</b>	<b>376</b>	<b>3.49%</b>
Osseo Education Center													93		93	91	2	2.20%
Osseo Area Learning Center											0	0	40	151	191	134	57	42.54%
279 Online K-5		10	10	10	13	14	17								74	67	7	10.45%
279 Online 6-8								27	31	37					95	93	2	2.15%
279 Online K-5											43	39	50	73	205	181	24	13.26%
Subtotal		10	10	10	13	14	17	27	31	37	43	39	90	317	658	566	92	16.25%
<b>GRAND TOTAL ENROLLMENT</b>		<b>1,336</b>	<b>1,413</b>	<b>1,531</b>	<b>1,600</b>	<b>1,644</b>	<b>1,577</b>	<b>1,475</b>	<b>1,432</b>	<b>1,542</b>	<b>1,760</b>	<b>1,750</b>	<b>1,832</b>	<b>1,954</b>	<b>20,846</b>	<b>20,274</b>	<b>572</b>	<b>2.82%</b>

Osseo Area Schools  
FY 2022 Enrollment Grade and Site Variance From Projection

Osseo Area Schools - Grade and Site Enrollment Estimates																			
School Name	Actual November 1, 2025															FY 2026 Actual	FY 2025 Actual	One-Year Change	
	VPK	K	1	2	3	4	5	6	7	8	9	10	11	12					
City of Brooklyn Center																			
Garden City		43	60	62	49	54	53									321	318	3	0.94%
City of Brooklyn Park																			
Birch Grove		53	57	66	67	74	76									393	409	(16)	-3.91%
Crest View		0	0	0	0	0	0									0	189	(189)	-100.00%
Edinbrook		104	113	120	120	142	132									731	654	77	11.77%
Fair Oaks		52	44	53	61	69	56									335	338	(3)	-0.89%
Palmer Lake		70	79	76	75	80	72									452	460	(8)	-1.74%
Park Brook		52	49	42	56	52	36									287	277	10	3.61%
Woodland		93	74	115	101	122	103									608	590	18	3.05%
Zanewood		73	46	55	61	55	58									348	295	53	17.97%
City of Maple Grove																			
Aspen Ridge		-	-	-	-	-	-									0	0	0	0.00%
Basswood		131	126	126	154	150	137									824	840	(16)	-1.90%
Cedar Island		73	57	85	78	77	85									455	476	(21)	-4.41%
Elm Creek		74	111	91	109	92	96									573	549	24	4.37%
Fernbrook		186	169	192	182	172	170									1,071	976	95	9.73%
Oak View		79	86	68	79	80	84									476	481	(5)	-1.04%
Rush Creek		116	125	113	141	153	133									781	763	18	2.36%
Rice Lake		96	93	102	100	94	113									598	641	(43)	-6.71%
Weaver Lake		97	99	108	107	124	128									663	667	(4)	-0.60%
<b>Elementary School Total</b>	<b>-</b>	<b>1,392</b>	<b>1,388</b>	<b>1,474</b>	<b>1,540</b>	<b>1,590</b>	<b>1,532</b>									<b>8,916</b>	<b>8,923</b>	<b>(7)</b>	<b>-0.08%</b>
City of Brooklyn Park																			
Brooklyn Middle								351	319	344						1,014	928	86	9.27%
North View Middle								189	160	193						542	508	34	6.69%
Park Center Senior											464	506	512	532	2,014	2,001	13	0.65%	
City of Maple Grove																			
Maple Grove Middle								593	531	543						1,667	1,599	68	4.25%
Maple Grove Senior											670	651	648	625	2,594	2,407	187	7.77%	
City of Osseo																			
Osseo Middle								375	400	376						1,151	1,134	17	1.50%
Osseo Senior											534	563	578	571	2,246	2,208	38	1.73%	
<b>Secondary School Total</b>								<b>1,508</b>	<b>1,410</b>	<b>1,456</b>	<b>1,668</b>	<b>1,720</b>	<b>1,738</b>	<b>1,728</b>	<b>11,228</b>	<b>10,785</b>	<b>443</b>	<b>4.11%</b>	
<b>Subtotal</b>	<b>-</b>	<b>1,392</b>	<b>1,388</b>	<b>1,474</b>	<b>1,540</b>	<b>1,590</b>	<b>1,532</b>	<b>1,508</b>	<b>1,410</b>	<b>1,456</b>	<b>1,668</b>	<b>1,720</b>	<b>1,738</b>	<b>1,728</b>	<b>20,144</b>	<b>19,708</b>	<b>436</b>	<b>2.21%</b>	
Osseo Education Center														101	101	91	10	10.99%	
Osseo Area Learning Center											-	5	30	106	141	134	7	5.22%	
279 Online K-5															0	67	(67)	100.00%	
279 Online 6-8								17	29	31					77	93	(16)	100.00%	
279 Online 9-12											24	42	59	66	191	181	10	100.00%	
<b>Subtotal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>17</b>	<b>29</b>	<b>31</b>	<b>24</b>	<b>47</b>	<b>89</b>	<b>273</b>	<b>510</b>	<b>566</b>	<b>(56)</b>	<b>-9.89%</b>	
<b>GRAND TOTAL ENROLLMENT</b>	<b>-</b>	<b>1,392</b>	<b>1,388</b>	<b>1,474</b>	<b>1,540</b>	<b>1,590</b>	<b>1,532</b>	<b>1,525</b>	<b>1,439</b>	<b>1,487</b>	<b>1,692</b>	<b>1,767</b>	<b>1,827</b>	<b>2,001</b>	<b>20,654</b>	<b>20,274</b>	<b>380</b>	<b>1.88%</b>	

Osseo Area Schools  
FY 2022 Enrollment Grade and Site Variance From Projection

Osseo Area Schools - Grade & Site Enrollment Variance from Projections as of 10.1.25																		
School Name	10 or more students above projection							10 or more students below projection							K-12	% Variance		
	Grade Level																	
	VPK	K	1	2	3	4	5	6	7	8	9	10	11	12				
Aspen Ridge	0	0	0	0	0	0	0								0	0.00%		
Basswood	0	7	(4)	(6)	(3)	(2)	2								(6)	-0.72%		
Birch Grove	0	(1)	2	(9)	(13)	3	(8)								(26)	-6.21%		
Cedar Island	0	2	(13)	0	(1)	(8)	(10)								(30)	-6.19%		
Crest View	0	0	0	0	0	0	0								0	#DIV/0!		
Edinbrook	0	(9)	(5)	(3)	(11)	(19)	1								(46)	-5.92%		
Elm Creek	0	(21)	5	5	11	5	(12)								(7)	-1.21%		
Fair Oaks	0	4	(3)	(8)	(3)	(6)	(2)								(18)	-5.10%		
Fernbrook	0	41	(11)	(11)	(10)	(11)	(6)								(8)	-0.74%		
Garden City	0	(7)	6	5	(4)	(2)	2								0	0.00%		
Oak View	0	10	2	0	0	(5)	1								8	1.71%		
Palmer Lake	0	(6)	4	2	3	(1)	(2)								0	0.00%		
Park Brook	0	13	1	(2)	5	5	2								24	9.13%		
Rice Lake	0	4	(2)	(5)	(12)	(10)	(10)								(35)	-5.53%		
Rush Creek	0	11	0	(6)	4	13	4								26	3.44%		
Weaver Lake	0	7	0	(2)	(4)	0	1								2	0.30%		
Woodland	0	(11)	(7)	(8)	(8)	(5)	4								(35)	-5.44%		
Zanewood	0	22	10	1	(1)	3	5								40	12.99%		
Elementary School Total	0	66	(15)	(47)	(47)	(40)	(28)								(111)	-1.23%		
Brooklyn Middle								22	(15)	7					14	1.40%		
Maple Grove Middle								39	(1)	(1)					37	2.27%		
North View Middle								1	(21)	(36)					(56)	-9.36%		
Osseo Middle								(2)	46	(19)					25	2.22%		
Middle School Total								60	9	(49)					20	0.46%		
Maple Grove Senior High											31	7	(5)	55	88	3.51%		
Osseo Senior High											(30)	9	3	40	22	0.99%		
Park Center Senior High											(50)	(7)	(2)	(4)	(63)	-3.03%		
Senior High School Total											(49)	9	(4)	91	47	0.69%		
Subtotal		66	(15)	(47)	(47)	(40)	(28)	60	9	(49)	(49)	9	(4)	91	(44)	-0.22%		
Osseo Education Center (Transition)													8	8	8	8.60%		
Osseo Area Learning Center								0	0	0	0	5	(10)	(45)	(50)	-26.18%		
279 Online K-5		(10)	(10)	(10)	(13)	(14)	(17)								(74)	-38.74%		
279 Online 6-8								(10)	(2)	(6)					(18)	-9.42%		
279 Online 9-12											(19)	3	9	(7)	(14)	-7.33%		
Subtotal								(10)	(2)	(6)	(19)	8	(1)	(44)	(148)	-22.49%		
TOTAL VARIANCE FROM PROJECTION	0	66	(15)	(47)	(47)	(40)	(28)	50	7	(55)	(68)	17	(5)	47	(192)	-0.92%		
5% above	#DIV/0!	4.94%	-1.06%	-3.07%	-2.94%	-2.43%	-1.78%	3.39%	0.49%	-3.57%	-3.86%	0.97%	-0.27%	2.41%	-0.92%			
5% below																		



## 1 Yr Board Calendar Meeting Topics – 2025-2026 School Year *(working draft)*

Draft March 18, 2025; updated November 12, 2025

\* indicates Student School Board Representatives in attendance to provide input

Osseo Area Schools						
Proposed Topics: July-December 2025 Agenda/Calendar						
	July	August	September	October	November	December
<b>District Policy</b>				<ul style="list-style-type: none"> <li>Policy Committee Mtg (10/7/25)</li> </ul>		<ul style="list-style-type: none"> <li>Policy Committee Mtg (12/9/25)</li> </ul>
<b>Op Oversight</b>	<b>Regular Meeting (7/22/25)</b> <ul style="list-style-type: none"> <li>Consent agenda (teacher contracts)</li> <li>Gifts to the district (brief meeting to act on required business)</li> </ul>	<b>Work Session (8/19/25)</b> <ul style="list-style-type: none"> <li>Safety Management (portion of this agenda item to be closed to the public)</li> <li>Naming of New Elementary</li> <li>Board calendar review</li> </ul> <b>Regular Mtg (8/26/25)</b> <ul style="list-style-type: none"> <li>Presentation: Logo and Signage</li> <li>Superintendent's Report</li> <li>Non-public contracts for Student Services</li> <li>Contract approvals</li> <li>First Reading of Policy (Series 200)</li> <li>Negotiation Strat Mtg (closed)</li> </ul>	<b>Work Session (9/9/25)</b> <ul style="list-style-type: none"> <li><del>Continue Committee Work</del> (to be rescheduled)</li> <li>Monitoring Report A</li> <li>Crest View Update</li> <li>Board calendar review</li> </ul> <b>Regular Mtg (9/23/25)</b> <ul style="list-style-type: none"> <li>Introduction of Student Board Representatives</li> <li>Superintendent's Report</li> <li>Preliminary Levy (action item with presentation)</li> <li>Preliminary FY 2025 Financial Report (presentation)</li> <li>General Liability Insurance Renewal</li> <li>Negotiation Strat Mtg (closed)</li> </ul>	<b>Work Session (10/7/25)</b> (Meeting location: Brooklyn Middle) <ul style="list-style-type: none"> <li>Student Stakeholder Survey*</li> <li>Cyber Security</li> <li>Instructional Leader presentation</li> </ul> <b>Regular Mtg (10/21/25)</b> <ul style="list-style-type: none"> <li>AVID presentation</li> <li>Student Board Representatives Report (to present summary of Student Stakeholder Survey discussion)</li> <li>Superintendent's Report</li> <li>Contract ratifications</li> <li>Lobbyist contract approval</li> <li>Negotiation Strategies Meeting (closed session)</li> </ul>	<b>Work Session (11/11/25)</b> <ul style="list-style-type: none"> <li>Staff retention</li> <li>Comprehensive Achievement and Civic Readiness (CSCR), formerly World's Best Workforce, Results</li> <li>LRFP Budget Parameters</li> </ul> <b>Regular Mtg (11/18/25)</b> <ul style="list-style-type: none"> <li>Superintendent's Report</li> <li>FY25 Financial Audit Results presentation</li> <li>Presentation: Aspen Ridge Elementary School New Mascot</li> <li>Property Committee (closed session)</li> <li>Negotiation Strategies Meeting (closed session)</li> </ul>	<b>Work Session (12/9/25)</b> <ul style="list-style-type: none"> <li>Legislative Platform</li> <li>Enrollment</li> <li>500 Series policies *</li> </ul> <b>Regular Mtg (12/16/25)</b> <ul style="list-style-type: none"> <li>Student Board Representatives Report (to present summary of 500 Series policies)</li> <li>Superintendent's Report</li> <li>Legislative Platform</li> <li>Final Levy/Truth in Taxation</li> <li>LTFM Update</li> <li>Contract ratifications</li> <li>Combined polling place resolution</li> <li>27-28 Academic School Year Calendar</li> <li>Negotiation Strategies Meeting (closed session)</li> </ul>
<b>Board Gov./ Self Gov.</b>		<b>Work Session</b> <ul style="list-style-type: none"> <li>Standing item: Board calendar review</li> </ul>	<b>Work Session</b> <ul style="list-style-type: none"> <li>Standing item: Board calendar review (15 min)</li> </ul>	<b>Work Session</b> <ul style="list-style-type: none"> <li>Standing item: Board calendar review (15 min)</li> </ul>	<b>Work Session</b> <ul style="list-style-type: none"> <li>Standing item: Board calendar review (15 min)</li> </ul>	<b>Work Session</b> <ul style="list-style-type: none"> <li>Standing item: Board calendar review (15 min)</li> </ul>
<b>Sup Relations</b>				Develop superintendent evaluation/goal setting process		83

\* indicates Student School Board Representatives in attendance to provide input

Osseo Area Schools

DRAFT Proposed Topics: January-June 2026 Agenda/Calendar

	January	February	March	April	May	June
<b>District Policy</b>			<ul style="list-style-type: none"> <li>Policy Committee Meeting (3/10/26))</li> </ul>			<ul style="list-style-type: none"> <li>Policy Committee Meeting (6/9/26)</li> </ul>
<b>Op Oversight</b>	<p><b>Organizational Meeting (1/6/26)</b></p> <ul style="list-style-type: none"> <li>Election of board officers</li> <li>Board compensation</li> <li>Consent agenda (business, legal)</li> <li>Committee and Joint Board representatives</li> <li>Informational Items: Operating Protocols – Resolution and Agenda Setting</li> </ul> <p>followed by</p> <p><b>Work Session</b></p> <ul style="list-style-type: none"> <li>Standards-based Grading Practices</li> <li>Park Center Health Clinic</li> <li>1 year Operational Plan</li> </ul> <p><b>School Board Professional Development (1/13/26)</b></p> <ul style="list-style-type: none"> <li>xxx</li> </ul> <p><b>Regular Mtg (1/20/26)</b></p> <ul style="list-style-type: none"> <li>Annual Radon Report</li> <li>Approval of property insurance carrier</li> <li>Negotiations Strategy Meeting (SM/closed session)</li> </ul>	<p><b>Work Session (2/10/26)</b></p> <ul style="list-style-type: none"> <li>LRFP Budget Update</li> <li>Standards-based Grading Practices* (with Student Board Reps)</li> </ul> <p><b>Regular Mtg (2/24/26)</b></p> <ul style="list-style-type: none"> <li>Student Board Representatives Report (to present summary of Standards-based Grading Practices discussion)</li> <li>FY26 Budget Adjustments</li> <li>FY26 Capital Budget Approval</li> <li>Contract ratifications</li> <li>Negotiations Strategy Meeting (SM/closed session)</li> </ul>	<p><b>Work Session 3/10/26)</b></p> <ul style="list-style-type: none"> <li>Somali community outreach</li> <li>Student Survey Update*</li> </ul> <p><b>Regular Mtg (3/17/26)</b></p> <ul style="list-style-type: none"> <li>Student Board Representatives Report</li> <li>Technology bid awards</li> <li>E-rate bid awards</li> <li>Contract ratifications</li> <li>Negotiations Strategy Meeting (SM/closed session)</li> </ul>	<p><b>Work Session (4/7/26)</b></p> <ul style="list-style-type: none"> <li>Vision Cards C &amp; D (attendance, truancy)</li> <li>Class Sizes with Boundary Changes</li> <li>Standards Based Grading Update</li> </ul> <p><b>Regular Mtg (4/21/26)</b></p> <ul style="list-style-type: none"> <li>Student Board Representatives Report</li> <li>Insurance renewals</li> <li>November 2026 election resolutions</li> <li>Contract ratifications</li> <li>Negotiations Strategy Meeting (SM/closed session)</li> </ul>	<p><b>Work Session (5/5/26)</b></p> <ul style="list-style-type: none"> <li>Technology Use</li> <li>Extracurricular Activities</li> </ul> <p><i>School Board closed session following work session for purpose of supt. evaluation</i></p> <p><b>Regular Mtg (5/19/26)</b></p> <ul style="list-style-type: none"> <li>Retiree recognition</li> <li>Student board rep recognition</li> <li>District Planning Advisory Council (DPAC) Recommendations</li> <li>November 2026 election resolutions</li> <li>Termination of probationary teachers</li> <li>Contract ratifications</li> <li>Negotiations Strategy Meeting (SM/closed session)</li> </ul>	<p><b>Work Session (6/9/26)</b></p> <ul style="list-style-type: none"> <li>2026-27 Budget</li> <li>Legislative Update</li> <li>Vision Cards B &amp; E</li> </ul> <p><b>Regular Mtg (6/23/26)</b></p> <ul style="list-style-type: none"> <li>2026-27 Budget</li> <li>10-year LTFM Plan</li> <li>Contract ratifications</li> <li>Negotiations Strategy Meeting (closed session)</li> </ul>
<b>Board Gov./ Self Gov.</b>	<ul style="list-style-type: none"> <li>Election of board officers/annual meeting (AR)</li> </ul>					
<b>Sup Relations</b>	<ul style="list-style-type: none"> <li>Mid-year Sup evaluation check-in (SM/Closed session, informal)</li> </ul>				School board conduct superintendent evaluation (closed meeting, May); report out (summary) at July meeting	
<b>Public Engage-ment</b>						